

Dominion Language Series

Book I



DANIELS • HALL
MATTHEWS • MACKENZIE



EX LIBRIS
UNIVERSITATIS
ALBERTENSIS




DOMINION LANGUAGE SERIES

BOOK ONE

FOR

GRADES THREE AND FOUR



Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries

DOMINION LANGUAGE SERIES

BOOK ONE

By

E. G. DANIELS, B.A.,

INSPECTOR OF SCHOOLS, NEW WESTMINSTER, B.C.

T. R. HALL, B.A.,

INSTRUCTOR IN ENGLISH, PROVINCIAL NORMAL SCHOOL,
VANCOUVER, B.C.

A. F. MATTHEWS, M.A.,

INSPECTOR OF SCHOOLS, KAMLOOPS, B.C.

AND

H. H. MACKENZIE, B.A.,

INSPECTOR OF SCHOOLS, VANCOUVER, B.C.

*Authorized by the Minister of Education for British Columbia
for use in Grades Three and Four.*

TORONTO: THE MACMILLAN COMPANY OF
CANADA LIMITED, AT ST. MARTIN'S HOUSE
1943

Copyright, Canada, 1931

By

THE MACMILLAN COMPANY OF CANADA LIMITED

All rights reserved—no part of this book
may be reproduced in any form without
permission in writing from the publishers.

Revised, 1937

Reprinted 1938, 1939, 1940, 1941, 1942, 1943

PRINTED IN CANADA

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

Lynn Lorraine Cameron
Grade four Dayton, Ohio
Figo's Garage on Highway

PREFACE

Spoken language has, for many centuries, been the principal means of communication between human beings.

The ability to communicate ideas through words to an audience with accuracy and effectiveness varies to such an astonishing degree among different persons that it is not unreasonable to consider it a *sine qua non* of the modern educated man or woman.

The increasing circulation of books, magazines and newspapers indicates a widening field for written language. A much greater facility in the use of words than is attained by the average citizen seems not only desirable but absolutely essential.

An artist uses colour, shade, and line to convey his ideas; a craftsman, metal, wood and other materials; a speaker, word and gesture; a writer, words.

The average child enters school with a very limited fund of words with which to clothe his ideas. These words are usually grouped into jumbled sentences without grammatical construction and, on the part of the child, with little appreciation of their meaning, but with a six-year

period of language-habit formation which presents to the teacher of primary classes her first serious problem.

It is not a matter of clearing away the jungle first and building the road later. Jungle-clearing and road-building must go on simultaneously. The blackened stump of poor grammar may not be blown out leaving an empty void. Something more satisfactory must be immediately substituted if the *ability to express* develops uninterruptedly. New *language-habits* must be formed. The child's ear must be tuned to correct forms of expression so that any inaccurate grammatical construction produces for him a *mental jar*.

This first book of The Dominion Language Series is designed to provide a course in training in English for grades three and four, covering, normally, the third and fourth school-years of the pupils. It is intended that the course will be a progressive one, not only in the development of skill and ability in oral and written English but also in the interpretation of English. It lays particular stress on *oral composition*.

From experience and observation over a period of years the authors have had impressed upon them very strongly the need for greater stress in the development of oral expression in the intermediate grades of the elementary schools of this Dominion.

The language work, so well begun in the

primary grades, is undoubtedly arrested in the early intermediate grades. The reasons for this arrested development have their origin, to some extent, in the teaching techniques frequently observed in the third and fourth grades.

If children are to be trained to speak the mother-tongue, to clothe with clear, forceful, graceful and vital forms of expression the thoughts that are aroused and the ideas that are acquired by daily contacts with the world about them, especially in their school activities, they must be given ample opportunity for such expression.

This book, therefore, provides abundance of material, the proper use of which demands that ample opportunity be given the pupils to express their thoughts orally.

In elaborating exercises for both oral and written expression, correct habituation has been the key-note of the volume.

The authors hold firmly to the opinion and lay down as a basic principle that, in the study of English, children must grow into the habitual use of correct language. If children are to develop the habit of correct speech, motivated drills upon correct usage must be repeated in cyclic order until, for such pupils, correct and established forms of speech become automatic.

The principles followed in the building of the

first text-book of the Dominion Language Series may be summarized as follows:

1. There is a recognition of the need for abundant opportunity being given to each child to express orally his thoughts and ideas. How often have we observed pathetic examples of "Would that my tongue could utter the thoughts that arise in me!" The material provided for practice in oral composition deals with life situations—with matter that arouses and sustains the child's interests.

2. While the building up of a vocabulary is a major aim in the development of oral speech, due attention is given to correct word-production. Vocalization is given the place of honour which its importance demands. The importance of the Recitation is fully recognized; and interesting, sane, and helpful drills are given in pronunciation, enunciation and articulation.

3. Motivated drills, made genuinely interesting and stimulating through the medium of games, are provided to develop the habituation of correct language forms. These drills are repeated in a cyclic order.

4. Sentence sense is developed.

Written composition is taught from models, and the ability to express thought in a series of sentences is developed through easy stages.

5. The interpretation of English is given due attention.

Carefully chosen selections of both prose and poetry provide the proper material for developing appreciation and understanding of English Literature.

No language text-book designed for the use of pupils eight to ten years of age can eliminate the need for definite instruction and guidance on the part of the teacher. To keep the volume of suitable size for young pupils, much of the repetition necessary for correct habituation has been omitted. If, however, the objectives are to be fully achieved, the lessons must be supplemented by drills planned by the teacher to correct weaknesses apparent in the speech of the pupils.

CONTENTS

GRADE III

	PAGE
1. Telling a Vacation Story.....	1
2. Rules for Telling a Story.....	2
3. Poem Study: The Fairies Have Never a Penny to Spend	3
4. A Study of Sentences	4
5. Memorizing a Poem: The Wind.....	6
6. Two Kinds of Sentences.....	7
7. Beginning and Ending a Sentence.....	8
8. Poem Study: In Autumn.....	9
9. Game: <i>Isn't</i>	11
10. Oral and Written Composition.....	12
11. The Question Mark	12
12. Study of a Picture: Can't you Talk?.....	15
13. Game: <i>Did</i> and <i>Done</i>	15
14. Poem Study: The Bluebird.....	17
15. The "and" Habit.....	19
16. Telling a Story: The Winds.....	20
17. <i>Is</i> and <i>Are</i>	22
18. Oral and Written Composition: Hallowe'en....	23
19. A Boy Writes a Letter.....	24
20. Poem Study: Poems about Fairies.....	26
21. <i>Weak</i> and <i>Week</i>	28
22. Completing Sentences	29
23. Oral Composition.....	30
24. Capital Letters: Persons and Places.....	31
25. Game: <i>Doesn't</i>	32
26. Story: The White Dove.....	33
27. Study of a Thanksgiving Poem.....	35

	PAGE
28. Sentence Building.....	37
29. Capital Letters: The Days of the Week.....	38
30. Memorizing a Poem: Singing.....	39
31. Statements	40
32. Game: Using <i>Have</i> Correctly.....	41
33. A Girl Writes a Letter.....	42
34. Capital Letters: The Names of the Months	43
35. Game: <i>Give</i> and <i>Gave</i>	46
36. Sentence Building.....	47
37. Vowels and Consonants.....	48
38. Poem Study: The Little Turtle	49
39. Capital Letters: Pronoun <i>I</i> and Review	51
40. <i>A, An, and The</i>	52
41. Dramatization and Written Work: <i>Haven't Any</i>	54
42. Writing a Letter: Group Work.....	55
43. <i>This—That</i>	56
44. Dramatization: Good Manners	57
45. <i>Good</i> and <i>Well</i>	58
46. Poem Study: Marching Song	60
47. Sentence Recognition.....	62
48. <i>These, Those, and Them</i>	63
49. Our Flag	64
50. Game: <i>I Saw</i>	66
51. Capital Letters: Names of Holidays.....	68
52. Writing a Letter.....	68
53. <i>There</i> and <i>Their</i>	70
54. Poem Study: March.....	72
55. Studying and Telling a Story: The Travellers and the Axe.....	73
56. A Play.....	74
57. Rhyming Words	75
58. Poem Study and Oral Composition: The Changing Moon.....	76
59. The Study of a Picture: Saved	79

CONTENTS

xiii

PAGE

60. Game: <i>It Is I</i>	80
61. Poem Study: Another Poem about the Moon...	81
62. Getting the "ing" Habit.....	82
63. Choosing the Right Word.....	84
64. Game: <i>Was</i> and <i>Were</i>	85
65. Oral and Written Composition: Good Health Rules	86
66. Capital Letters: Lines of Poetry.....	87
67. <i>Right</i> and <i>Write</i>	87
68. Choosing the Right Word.....	88
69. A Story of Your Own.....	89
70. <i>Went</i> and <i>Gone</i>	90
71. Poem Study: Some One.....	92
72. Pronunciation	94
73. <i>To, Two, Too</i>	95
74. Oral Composition: Thrift Lesson.....	98
75. The Apostrophe and "s".....	99
76. Oral Composition: The First Day at School...	101
77. Oral and Written Composition: A Very Old School Book.....	102
78. The Third Reader's Story.....	104
79. Abbreviations	104
80. <i>Is</i> and <i>Are</i> ; <i>Was</i> and <i>Were</i> : Review.....	105
81. Pronunciation	106
82. A Story from a Picture: A Fascinating Tale...	109
83. Taking Good Care of Books	110
84. Game: <i>Saw</i> and <i>Seen</i>	111
85. Memorizing a Poem: The Robin	112
86. Game: <i>Who Is It?</i>	113
87. Telling about Things.....	114
88. Oral Composition: The Donkey and the Salt...	115
89. Contractions	117
90. A Study of a Friendly Letter	118
91. Abbreviations: Days and Months	119

	PAGE
92. Studying a Story: The Pied Piper	120
93. Telling a Story: The Pied Piper	123
94. Picture Study: The Little Nurse.....	123
95. Oral Composition: The Fox and the Stork.....	125
96. Writing a Play	125
97. Poem Study: Hiawatha	127
98. Conversation: Kindness to Animals	129
99. A Memory Gem	130

GRADE IV

100. Poem Study: The Union Jack	131
101. Vacation Stories	132
102. The "and" Habit	133
103. <i>Did</i> and <i>Done</i>	134
104. Study of a Story: The Red-Headed Woodpecker	135
105. Capital Letters: In Titles	138
106. The Exclamation Mark	139
107. Poem: Wishing	140
108. Good Manners	143
109. Study of a Picture: A Helping Hand.....	145
110. Game: <i>Was</i> and <i>Were</i>	145
111. Choosing the Right Word	146
112. Oral and Written Composition: Winter or Summer	147
113. Poem Study: Pippa's Song	148
114. <i>Doesn't</i> and <i>Don't</i>	149
115. Contractions	150
116. The Parts of a Friendly Letter	151
117. Pronunciation	152
118. The Heading of a Letter	154
119. The Comma: In Series	155
120. The Salutation of a Letter	157
121. The Exclamation Mark after Commands.....	159

CONTENTS

xv
PAGE

122. The Ending of a Friendly Letter.....	160
123. Oral Composition: The Helping Hand	162
124. The Comma in Address	162
125. Game: <i>Than He</i>	164
126. Abbreviations	165
127. A Hallowe'en Story	166
128. Memorizing a Poem: The Witch	167
129. A Class Newspaper	169
130. <i>Right and Write</i> : Review	170
131. Choosing the Right Word	172
132. The Apostrophe: Review	173
133. <i>Buy</i> and <i>By</i>	174
134. Writing a Letter	175
135. Syllables	175
136. Choosing the Right Word	177
137. Practice in Correct Pronunciation	178
138. How to Address an Envelope	179
139. Poem Study: Marjorie's Almanac	180
140. Direct Quotations	182
141. An African Story: Conversation	183
142. Telling a Story	185
143. Abbreviations: Review	185
144. Game: <i>It Was I</i>	186
145. A Story from a Picture: The Doll's Bath.....	188
146. How to Use the Dictionary.....	188
147. <i>Good</i> and <i>Well</i>	190
148. How to Use the Dictionary	191
149. Game: <i>Saw</i> and <i>Seen</i>	191
150. Poem Study: First Snow	192
151. Use of the Dictionary	194
152. Telling a Story: How the Wren Became King ..	196
153. Speaking Distinctly	198
154. The Paragraph: Fred's Two Pets	200
155. <i>To, Two, Too</i>	201

	PAGE
156. Poem Study: Little Lady Icicle	202
157. Written Composition: The Paragraph.....	204
158. Oral Composition: Being Polite.....	204
159. Another Language Game: <i>It Is He</i>	206
160. Capital Letters: Review	206
161. Memorizing a Poem; Sweet and Low	207
162. Written Composition: Being Polite	209
163. Use of the Dictionary	209
164. Direct Quotations	210
165. <i>Did</i> and <i>Done</i> : Review	211
166. The Paragraph	212
167. Poem Study: The Lullaby	214
168. An Original Story	215
169. <i>From</i>	216
170. A Story from a Poem: The Ant and the Cricket	217
171. Oral Composition: Paying For Your Whistle....	219
172. Use of the Dictionary	221
173. Poem Study: A Canadian Folk-Song.....	222
174. Study of the Paragraph: The Two Goats.....	224
175. The Comma: Review	226
176. Writing Paragraphs	227
177. Study of a Story: The Last of the Giants.....	229
178. Oral Composition: The Last of the Giants.....	231
179. Letter Writing: Review	231
180. Homonyms	233
181. A Story from a Picture: Inquietude	236
182. Poem: For a Garden	237
183. Punctuation Marks at the End of Sentences: Review	239
184. <i>Learn</i> and <i>Teach</i>	240
185. A Thrift Lesson	241
186. <i>Their</i> , <i>There</i> , <i>They're</i>	242
187. Written Composition: The Two Goats	243
188. Use of the Telephone Directory	243

CONTENTS

xvii

	PAGE
189. Poem: Moving Pictures	244
190. Pronunciation: Review	246
191. Homonyms	248
192. <i>Was</i> and <i>Were</i>	249
193. Studying and Telling a Story: The Poplar Tree	251
194. The Hyphen	254
195. Choosing the Correct Word: Review	256
196. Another Story of Your Own	257
197. Memory Gem: Sea Shell	258
198. Planning How to Tell or Write a Story	259
199. <i>May</i> and <i>Can</i>	260
200. Dramatization: The Seasons	262
201. Learning How to Plan a Story: Lemonade Sandy	263
202. <i>Its</i> and <i>It's</i>	266
203. Memory Gem: The Rain	268
204. Planning a Story	270
205. Homonyms	271
206. Abbreviations: Review	272
207. Speech to the Class	273
208. Story from a Picture: Watching for the Train	275
209. The Study of a Story: The Hidden Treasure....	276
210. Telling a Story: The Hidden Treasure	278
211. Homonyms	279
212. Poem Study: The Little Brown Brothers	280
213. Explaining How to Do Things	282
Appendix	283
Index	303

ILLUSTRATIONS

	PAGE
Can't You Talk?	14
Our Flag	65
Saved	78
First Day at School	101
A Fascinating Tale	108
A Bear	114
The Pied Piper	121
The Little Nurse	124
The Union Jack	<i>facing</i> 131
A Helping Hand	144
The Doll's Bath	187
The Poplar Tree	252
Watching for the Train	274

DOMINION LANGUAGE SERIES

GRADE THREE

1. TELLING A VACATION STORY

You have just come back to school after your holidays. What good times you must have had! Some of you have been on automobile trips, some have been camping, some have been at the beach. I am sure that all of you have had good times in different ways. Don't you think that the rest of the class would like to hear you tell about one interesting thing that you did or saw during the holidays?

Your teacher will give you a few minutes to think over what you wish to tell. Think carefully of what you are going to say to the class. Your story should be short, because we want to hear from as many boys and girls as possible. See who can tell the most interesting story. Be sure to talk about *one thing only*.

If you cannot think of something interesting to tell, the following list may help you:

A Night at an Auto Camp
A Trip on a Steamer
A Trip on a Train
Some New Friends I Made
The Best Day of My Holidays
A Day in the Country
A Trip to the City

2. RULES FOR TELLING A STORY

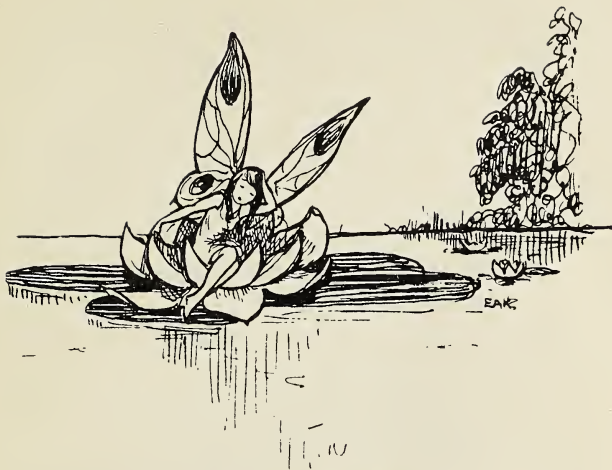
In your language work this year you will often be asked to tell stories. You will, of course, want to do this as well as possible. If you learn and keep in mind a few easy rules, you will find that they will help you a great deal.

Telling a story is sometimes called *oral composition*. Do you think that you could learn these two *oral composition rules*?

1. *Before you begin, think carefully what you are going to say.*

2. *Stand straight and look at your audience.*

You will have a few more oral composition rules later. Keep one page of your language exercise book for these rules. On this page write the two rules given above.



3. POEM STUDY

THE FAIRIES HAVE NEVER A PENNY TO SPEND.

The fairies have never a penny to spend,
They haven't a thing put by;
But theirs is the dower of bird and of flower,
And theirs are the earth and the sky.
And though you should live in a palace of gold
Or sleep in a dried-up ditch,
You could never be poor as the fairies are,
And never as rich.

Since ever and ever the world began
They have danced like a ribbon of flame,
They have sung their song through the centuries long,
And yet it is never the same.

And though you be foolish or though you be wise,
With hair of silver or gold,
You could never be young as the fairies are,
And never as old.

ROSE FYLEMAN

(Reprinted from "Punch" by permission of the proprietors,
and from "Fairies and Chimneys" [Methuen & Co.] by permission
of Rose Fyleman.)

After the teacher has read this poem aloud, you will read it silently. Several pupils will then be asked to read it to the class.

Reading to the class will help you to speak clearly and in a pleasant manner.

Stand up straight before the class. Do not read in a sing-song manner.

Remember that the other children *have closed their books to listen to you*. If you do not speak carefully and distinctly they cannot tell what the poem is about.

Your hearers depend upon you to make the meaning clear.

Pronounce each syllable in a word *distinctly*.

After several pupils have read this poem, the teacher and the pupils will read it aloud together.

Perhaps you would like to memorize this beautiful little poem.

4. A STUDY OF SENTENCES

A farmer is standing under a cherry tree. He is looking up at the tree. What do you suppose he is thinking about?

Suppose that the farmer said, "Well, these cherries", would you know what he was thinking about the cherries?

If he were to say, "Well, these cherries are ripe enough to pick," would you then know what he was thinking about the cherries?

If you were thinking of your dog and you said, "My dog is", would you really tell anything about your dog? If you were to say, "My dog is a good swimmer," would you then tell something about your dog?

Read the groups of words which are arranged in pairs below:

1. The rising sun
2. The rising sun peeped through the clouds.
1. On my way home
2. On my way home I found a dollar.
1. Mary was
2. Mary was late to-day.
1. In the nest
2. In the nest were four little robins.
1. Walked home
2. They walked home together.

In each pair, which group of words *makes sense*, that is, which expresses a *complete thought*?

A group of words which expresses a complete thought is called a sentence.

In the list that follows, which of the groups of words are *sentences*?

1. The wind is blowing through the trees.
2. Milk is a good food.
3. Fresh air makes
4. The hill was steep.
5. Over the hills
6. Fine warm weather
7. The lion is the king of beasts.
8. The children are all here.
9. The post office was
10. Labour Day is a holiday.

5. MEMORIZING A POEM

THE WIND

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads,
The wind is passing by.

CHRISTINA G. ROSSETTI

(By permission of Macmillan & Co., Ltd., London.)

Listen while the teacher reads this poem to you.
What does this poem make you see and hear?
Can you answer the question asked in the first line? Does the second line answer it?
How do we know that the wind is blowing?

Look closely at the two stanzas. Are they very much alike?

Did you ever see *leaves tremble* or *trees bow down their heads*?

Try to get the thought of the first stanza in the proper order.

The first line asks a question.

The second line answers it.

The third and fourth lines give a *picture* of what happens as the wind blows through the leaves.

The teacher will help you to get the thought of the second stanza.

Notice the words in the poem which rhyme.

Read the poem over several times. Can you get the thought of the whole poem? See who can memorize it most quickly.

You will find some more poems about the wind at the back of this book. Form four groups of readers. Let each group study one poem about the wind and read or recite it to the rest of the class.

6. TWO KINDS OF SENTENCES

1. Henry is nine years old.
2. The snow is two feet deep.
3. The boys went to town.
4. How old is Henry?
5. How deep is the snow?
6. Where did the boys go?

All of these groups of words *make sense*, and are therefore *sentences*.

Do you notice any difference between the first three sentences and the last three?

The first sentence tells or *states* something about Henry. The second sentence tells or *states* something about the snow. What does the third sentence do?

These three sentences all tell or *state* something. They are called *statements*.

The fourth sentence asks about Henry. The fifth sentence asks about the snow. What does the sixth sentence ask about?

These three sentences all ask about something. They are called *questions*.

7. BEGINNING AND ENDING A SENTENCE

Look at the first three sentences in Section 6. Notice the first letter in each sentence. Open your Reader and find five sentences. How does each begin?

The first letter in every sentence should be a capital.

Look again at the first three sentences in Section 6. You have learned that these are *telling* sentences or *statements*. At the end of each of these statements is a small round dot. You must often have seen marks like this in your Reader. A mark of this kind is called a *period*.

Always place a period at the end of a statement.

It is very important that you should remember the two rules which have been given above. You must do so if you wish people to understand easily what you write. See how difficult it is to understand the following:

Tom heard his friend calling quickly he ran to the river bank and jumped in the stream was swift he could swim but little.

Notice how much more easily you can get the meaning now:

Tom heard his friend calling. Quickly he ran to the river bank and jumped in. The stream was swift. He could swim but little.

What made the change?

8. POEM STUDY

IN AUTUMN

Not long ago you memorized a poem called "The Wind." Do you know who wrote this poem?

To-day you will read another poem about the wind. It tells a story about the north wind. What kind of wind is the north wind usually supposed to be?

The teacher will read the poem to you. Then you will read it silently. Try to get a *picture* of what is happening. Close your eyes and try to see what the poet is telling about.

IN AUTUMN

The north wind came along one day,
So strong and full of fun;
He called the leaves down from the trees,
And said, "Run, children, run!"

They came in red and yellow dressed,
In shaded green and brown,
And all the short November day
He chased them round the town.

They ran in crowds, they ran alone,
They hid behind the trees,
Till Boreas, laughing, found them there;
"No stopping, if you please!"

But when he saw them tired out,
All cuddled in a heap,
He softly said, "Good-night, my dears!
Now let us go to sleep."

R. J. WESTON

The poem is called "In Autumn." Do you think this is a good name! Can you think of any other suitable name?

In the third stanza you will find a new name for the north wind.

Did you ever see the leaves running away from the wind? Did you ever see leaves *cuddled in a heap*?

MEMORIZATION. Do you remember what you learned about the best way to memorize a poem?

Write the stanza below in your exercise book.
How quickly can you learn it by heart?

Whichever way the wind doth blow,
Some heart is glad to have it so;
And blow it east or blow it west,
The wind that blows, that wind is best.

9. GAME:

Isn't

We all like to play games. Some children think that games must be played with bat and ball, tennis racket, or some such thing.

There are other games which we can play right in the class-room.

One is the game of *Isn't*.

You will form a circle and your teacher will ask one of you to be *starter*. Then she will tell you to think of something.

The *starter* will say to the boy or the girl on his right, "Of what are you thinking? Is it the blackboard?" (or anything else in the room).

If the pupil to whom the starter speaks is thinking of the blackboard, he will say, "Yes, it is;" if not, he will say, "No, it isn't the blackboard." It is then his turn to ask a question of the pupil next him; and so on around the circle.

10. ORAL AND WRITTEN COMPOSITION

Read again the poem, "In Autumn." You will notice that it tells a story about the north wind and the leaves. Notice the *order* in which the story is told.

Let one pupil tell the part of the story that is given in the first stanza. Another pupil will give the part told in the second and third stanzas. A third will finish the story.

Work together and see how well you can tell the story. The teacher will write it on the board for you.

Copy the story in your exercise book. Be careful of your capital letters and punctuation marks.

11. THE QUESTION MARK

In section 6 you learned about sentences which ask questions.

Most boys and girls ask a great many questions. If we were able to write them all down, they would fill many books. Here are some of them:

What makes the fire burn?

How does the water get to the tap?

How many marbles have you?

Would you like some of my candy?

Will you come and play with me?

You will notice that at the end of each of these questions there is a crooked mark like this (?). This is called a *question mark*. It shows us that a question has been asked.

Suppose that the persons who wrote the stories in your Reader had not put question marks at the end of questions. Would it not be much more difficult to tell just what was meant?

Remember this rule:

Place a question mark at the end of every question.

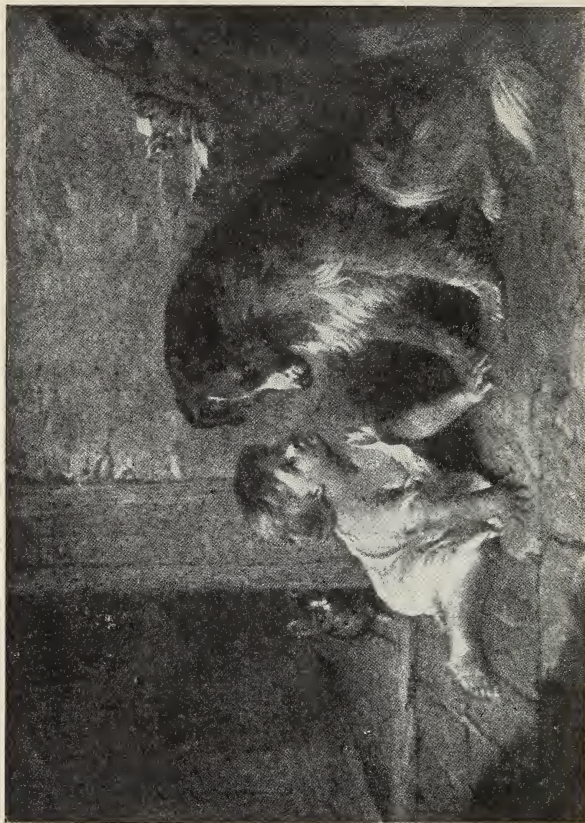
Sing a song of autumn time,
The ripest of the year,
 When days are bright
 And hearts are light
And Hallowe'en draws near.

Howe'er it be, it seems to me
'Tis only noble to be good.

TENNYSON

Nothing useless is, or low:
Each thing in its place is best.

H. W. LONGFELLOW



By permission of
The Perry Picture Company
Malden, Massachusetts.

CAN'T YOU TALK?

From a Painting by Holmes,
Copyright, 1916,
by Eugene A. Perry.

12. STUDY OF A PICTURE

Look at the picture on page 14. Study it carefully for a few minutes.

What are the things in the picture that interest you most?

Give the child a name. Do you think he is afraid of the dog? Does the child's mother know where he is?

Give the dog a name. Is he a cross dog? If the dog could talk, what do you think he would say to the child?

Would you like to own the dog? Perhaps you could tell about some fun that you might have with him.

What do you suppose the kitten is thinking about?

What time of day is it? How do you know?

Do you like the picture? Think of two reasons why you like it. Be ready to tell them to the class.

13. GAME:

Did AND Done

This is called *The Game of the Blind Cat*. One of you will be a cat that cannot see. This means that the one chosen to be the cat must keep her eyes closed. She will stand with her face to the door while the class marches past and one pupil pulls her dress, which is supposed to be her tail.

When all are back at their seats again, the cat will ask, "George, are you the mouse that pulled my tail?"

George will answer, "No, Mrs. Cat, it was not I. Another mouse did it."

The next person who is asked must say, "No, Mrs. Cat, it was not I. Another mouse must have done it."

The pupils must give these two answers in turn. Learn the answers before you begin to play the game.

The cat will continue to ask the question of other pupils until she finds the right one, who will then be the cat. The game may be played as often as you have time for.

When the right one is found, he will, of course, say, "Yes, Mrs. Cat, I did it."

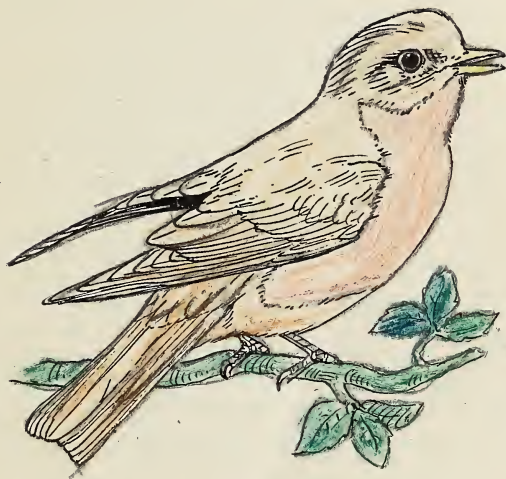
Done is a word which needs another word to help it. It is helped by *have*, *has*, *had*, and other words.

Did needs no word to help it.

Write the sentences below in your exercise book. Fill the blanks with the correct word—*did* or *done*.

1. I have—all my work.
2. After he—his work, he went out to play.
3. When she saw who—it, she was cross.
4. When Tom saw who had—it, he shouted with glee.

5. We all thought that he——it.
6. Have you——all those arithmetic problems?
7. If he——it, he will say so.
8. He has——all that he could.
9. When they had——everything possible, they went home.
10. If David has——this, he will be sorry.



14. POEM STUDY:

THE BLUEBIRD

I know the song that the bluebird is singing
 Out in the apple tree where he is swinging.
 Brave little fellow! The skies may be dreary,
 Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple tree, swinging and swaying:

"Dear little blossoms down under the snow,
You must be weary of winter, I know.
Hark! while I sing you a message of cheer!
Summer is coming and springtime is here!

Little white snowdrop, I pray you arise;
Bright yellow crocus, come open your eyes;
Sweet little violets hid from the cold,
Put on your mantles of purple and gold;
Daffodils! Daffodils! say, do you hear?
Summer is coming and springtime is here!"

EMILY HUNTINGDON MILLER

This poem will be read aloud to the class by the teacher. The poem will then be read aloud by two or three of the best readers in the class.

While a pupil is reading this poem, the rest of you will *close your books* and *listen* to the reading of the poem.

What season of the year is just coming?

What does the second stanza tell us about the bluebird's song?

What is the first flower of spring in your district?

Whom is the bluebird calling? What is he asking them to do?

What is the message of cheer that the bluebird sings?

15. THE "AND" HABIT

Have you ever noticed how often some people, when they are telling a story, make use of the word *and*?

How uninteresting it is to listen to such a story. This is like so many stories one hears:—

"My daddy had a dog when he was a little boy and the dog could do tricks and sometimes he would sit on his hind legs and beg for candy and when anyone whistled to him he would bark and one day he ran away and they never saw him again."

Notice how many *and*'s there are in this story.

Could you not tell it without using *and* so many times?

Try to read it without the *and*'s and see how many you can do without.

Perhaps your teacher will allow two or three of you to tell stories which the class has never heard. See if you can tell them without the use of too many *and*'s.

When we talk aloud we do not talk to ourselves but to others. We should try to make our language as interesting as possible so that our hearers may be able to enjoy it.

Be careful not to stand on one foot when you tell a story. Stand as straight and tall as possible.

The class will pay better attention to what you have to tell them. Say every word distinctly.

WRITTEN COMPOSITION. Write the story above in your exercise book, as you have improved it.

COMPOSITION RULE. *Do not use "and" too often.*

16. TELLING A STORY

Many of the stories which were told to Greek boys and girls hundreds of years ago are still told to-day. This is one of them. Read it silently.

THE WINDS

Aeolus was the father of all the winds. He had six sons and six daughters. Some of his children were rude and noisy, like his son, East Wind. Others were like South Wind, gentle and pleasant. Aeolus was a strict father and none of his children ever dared to disobey him. No matter where they were, they always returned home at his call.

All the winds had their home in a great cave. Every day Aeolus let some of them go forth into the world to work or to play. The stronger winds blew the great ships over the sea and carried the rain all over the earth. They turned the windmills, scattered the seeds, and did many things that were helpful to man. The gentle winds played among the flowers and the leaves. Often the

noisy, unruly winds did not wish to come home when Aeolus commanded them to do so. Then, when they returned, they would roar and howl about the cave as if they would break down its walls. But for all their roaring and howling, they never went forth until Aeolus was ready to allow them to go.

Tell the story of the winds.

Write four sentences telling about the work of the winds.

The wind and the sun once had a quarrel. Each said that he was stronger than the other. Did you ever hear this story? If so, you may tell it to the class. If you do not know the story, the teacher will tell it first.



17. *Is* AND *Are*

One of you will read the first sentence in Column A. Another will read Sentence 1. in Column B. Other pupils will take up the rest of the sentences in the same way.

Column A

1. A cherry is red.
2. A ball is round.
3. A bear is fond of berries.
4. Tom is Jack's brother.
5. Good Friday is a holiday.

Column B

1. Cherries are red.
2. Balls are round.
3. Bears are fond of berries.
4. Tom and Jack are brothers.
5. Good Friday and Easter Monday are holidays.

How many cherries are spoken about in the first sentence in Column A?

How many cherries are spoken about in the first sentence in Column B?

Notice very carefully that we use the word *is* when only one person or thing is spoken about, and the word *are* when more persons or things than one are spoken about.

Now let different pupils state carefully what they notice about each of the pairs of sentences.

From this we learn that, when we speak or write of one person or thing only, we should use the word *is*, and when we speak or write of more than one person or thing, we should use the word *are*.

Copy the following sentences in your exercise book, filling in the blanks with *is* or *are*:

1. Boys and girls——fond of play.
2. New Year's day——always a holiday.
3. My uncle and aunt——coming to visit us.
4. The Chinese——a very interesting people.
5. Cattle——fond of clover.
6. A bird in the hand——worth two in the bush.
7. Apples——grown in British Columbia.
8. Blue, red and yellow——primary colours.
9. Tea——the leaf of an evergreen tree.
10. Cork——the bark of a very large tree.

You will write ten pairs of sentences, telling about the ten things mentioned below. The first sentence of each pair must contain the word *is*, and the second must contain the word *are*.

orange

table

bicycle

knife

dog

mountain

tree

game

house

cloud

18. ORAL AND WRITTEN COMPOSITION:

HALLOWE'EN

Hallowe'en! Whenever we hear the word, we think of jack-o'-lanterns, black cats, witches, and the jolly fun that Hallowe'en means to you.

Do you know that the story of Hallowe'en goes back many hundreds of years? Ask your teacher to tell you about it.

The day after Hallowe'en everyone is telling about the fun of the night before. What did you do on Hallowe'en this year? Can you tell the class something interesting about it?

WRITTEN COMPOSITION. Did you ever help to make a jack-o'-lantern? The class will work together and tell how it is done. The teacher will write the story on the board. Copy it in your exercise book just as it is written on the board.



A BOY WRITING A LETTER

19. A BOY WRITES A LETTER

Look at the picture above.

The boy's name is Ray Brown. What do you think he is doing?

This is the letter that Ray wrote:

Banff, Alberta,
June 20, 1937.

Dear Frank,

Next Friday our school closes for the holidays. On the very next day Mother and I are going to start for Victoria. What a good time we shall have this summer! I hope you will be at the boat to meet us.

I believe my old dog, Rover, knows that I am going away soon. He just sits around and looks at me all the time. But Daddy says he will take good care of him.

This week seems very long. I shall be so glad when it comes to an end.

Your friend,
Ray Brown.

Where does Ray live? How do you know?

On what *date* did he write his letter? Notice carefully how the *date* is written.

Where does Frank live?

Is Ray going to travel alone? Is his father going with him?

Why does Ray find the week long?

Notice where Ray writes the name of the place where he lives. Where is the date placed?

After Ray had written the name of the place where he lived and the date, he wrote "Dear Frank." Where did he write this?

At the end of the letter, Ray wrote, "Your friend." Below this he wrote his own name.

Copy Ray's letter in your exercise book. Copy it just as Ray wrote it.



20. POEM STUDY:

POEMS ABOUT FAIRIES

In section 3 we had a talk about fairies. In that section you read a little poem by Rose Fyleman, who has written many poems about fairy people for boys and girls.

Here is a poem written by a little girl when she was only six years old.

FAIRIES

I cannot see fairies,
I dream them.
There is no fairy can hide from me;
I keep on dreaming till I find him:
*There you are, Primrose! I see you,
Black Wing!*

HILDA CONKLING

(By permission of Fredk. A. Stokes Co.)

Do you think that this is a very good poem for a little six-year-old girl to write? Some day you should try to write a poem just as Hilda Conkling did.

Here is a poem about a little girl who did not believe in fairies. Don't you feel sorry for her?

THE CHILD NEXT DOOR

The child next door has a wreath on her hat;
Her afternoon frock sticks out like that,
All soft and frilly;

She doesn't believe in fairies at all
(She told me over the garden wall)—
She thinks they're silly.

The child next door has a watch of her own;
She has shiny hair and her name is Joan;
(Mine's only Mary).

But doesn't it seem very sad to you
To think that she never her whole life through
Has seen a fairy?

ROSE FYLEMAN

(Reprinted from "Fairies and Chimneys" [Methuen & Co.] by permission of Rose Fyleman.)

Which of the little girls would you rather play with? Joan or Mary?

Don't you think you would like to learn both these poems by heart? They are good poems for a girl to recite to her classmates during Friday afternoon exercises. Your teacher will show you how to act the poems as you recite them.

21. *Week* AND *Weak*

1. We spent a *week* in the country.
2. The mouse is a *weak* little animal.
3. The boat calls there once a *week*.
4. He was so *weak* he could hardly walk.
5. We have a holiday next *week*.
6. He spoke in a *weak* voice.

In the first sentence the word *week* means a certain *length of time*. From it we know how long a time was spent in the country. In the third sentence what word tells how often the boat calls? In the fifth sentence what word points out time?

It is clear that *week* means a period of time.

In the second sentence the word *weak* shows that the mouse is not a strong animal like the horse or the lion. In the fourth sentence, what word points out that the man was not strong? In the sixth sentence, what word shows that the man did not have a strong voice?

The word *week* means seven days.

The word *weak* means not strong.

1. A——arm becomes stronger with use.
2. The boy felt——after his swim.
3. Last——was a cold one.
4. The man said that his coffee was——.
5. He left for home a——ago.
6. The——admire the strong.
7. The rope was too——to hold the weight.

8. During the—I shall see you again.
9. He felt very—after a—of illness.
10. He was very ill for a—; he still feels—.

Go over each sentence with great care and see if you can find an error in your own work before some one else does. It is much better that you should find your own mistakes. Every word must be looked at carefully to see if it is exactly right.

22. COMPLETING SENTENCES

Part of each of the following sentences is left out. If you fill in the right words, each sentence will make sense. Sometimes you will need only one word, sometimes more than one. Your teacher will help you to do the first four sentences. Fill the blanks in the rest of the sentences. Write these sentences in your exercise book, placing the right mark at the end of each.

1. Yesterday we—
2. Where were you—
3. —stands on a hill
4. Coming towards us we saw—
5. It is great fun to—
6. —lost his book
7. The trees grew by—
8. Will you give—
9. —as fast as he could
10. Did you see—
11. —covered the sky
12. Bread and butter—
13. —in the tree



23. ORAL COMPOSITION

What are the oral composition rules which you have learned?

Another very important thing in oral composition is to speak clearly and carefully. You do not need to shout, but you should try to say each word distinctly. Try to remember this rule.

Speak carefully and try to make everyone in the class understand you.

Write this rule in your exercise book. Where should you write it?

Can you swim? Some people find it very easy to learn, but others find it very hard. Your teacher is going to ask some of the class to tell how they learned. Think carefully and be ready to talk to the class if you are asked.

Perhaps you would rather tell about learning to skate or to ride a bicycle. You may do so if you wish.

Do not forget your oral composition rules.

24. CAPITAL LETTERS:

PERSONS AND PLACES

In section 7 you learned that the first letter in every sentence must be a capital. There are many more places where capital letters must be used. To-day we shall learn about two of them.

Look carefully at these sentences:

How are you to-day, Donald?

This was sent to me by my cousin, Frank Armour. Dorothy, Fanny, and Margaret are in the same class. Children like Robert Louis Stevenson's poems.

The names of six people are mentioned in these sentences. What do you notice about the first letter of each name?

Names of persons should begin with capital letters.

The following paragraph also contains several capital letters:

My uncle lives in Winnipeg. Last summer he spent his vacation in Victoria. On the way to British Columbia he stayed for a few days in Calgary.

Winnipeg, Victoria, British Columbia, and Calgary are the names of places. You and your teacher will make a rule for writing the first letter of the names of places.

You have now learned three rules for the use of capital letters:

1. *The first letter in every sentence should be a capital.*

2. *Names of persons should begin with capital letters.*

3. *Names of places should begin with capital letters.*

Write the heading, "Rules for the Use of Capital Letters," in your exercise book. Under this heading write the three rules given above.

Leave the rest of the page blank, so that you will have room for other rules about the use of capitals.

25. GAME:

Doesn't

Here is a game that we shall all enjoy. If we use the words *he doesn't* or *she doesn't* often enough without making any mistakes, it will help us to speak correctly.

This is the way we shall play our game:

When one pupil has left the room, the others choose some object that can be seen quite easily by everybody. After the choice is made, the pupil who is outside returns and tries to guess which object has been chosen.

If he says, "It is the blackboard," the teacher will say, "Does he guess the right thing, Frances?" If his guess is not correct, then Frances will say, "No, he doesn't." Then he will have a chance to guess again. If he guesses correctly, then another pupil goes outside and another thing is chosen by the class.

Be careful to remember that you must always say, "No, he doesn't" or "No, she doesn't" when the pupil makes a wrong guess.

26. STORY:

THE WHITE DOVE

Read this story silently. You will be asked to tell it later.

A beautiful white dove once lived near a cross old bear. The bear was as cross and ugly as the dove was gentle and beautiful. He was always growling and complaining and you may be sure he was not a very nice neighbour. At last the dove made up her mind to leave her home and move where she would not be disturbed by the old bear.

She flew and flew until she came to a pretty little white cottage. Around it grew green grass, bright flowers, and beautiful trees. In the yard the dove saw a pretty, golden-haired little girl playing.

"What a beautiful place for my new home!" cried the dove, as she flew to a tall tree. "I think I should like to live here always."

Just then the little girl's mother came to the door.

"I think you had better come in now, dear," she said.
"It is getting late."

"I don't want to come in! I don't want to come in!"
said the little girl, frowning and beginning to cry.

The dove flew quickly away, saying, "I should rather live near a cross, growling old bear than near a little girl who frowns and cries when her mother asks her to do something."

Theresa Darsdill

(By permission of the National Tuberculosis Association.)

Why did the white dove wish to change her home?

Why did she think that she would like to live near the white cottage?

Why did she not stay there?

ORAL COMPOSITION: Tell the story of the white dove.

WRITTEN COMPOSITION: The last part of the story tells why the dove went away from the white cottage. Write this part in your language book.

Work while you work, play while you play;
This is the way to be happy and gay;
All that you do, do with your might,
Things done by halves are never done right.

A. D. STODDART



27. STUDY OF A THANKSGIVING POEM

The poem which is printed here is one of the best-known Thanksgiving poems. Read it silently; you will be asked questions about it.

After you have read the poem silently, a few pupils will be asked to read it aloud. If you are one of these pupils, do not forget what you have learned about reading to the class. If someone else is reading, remember that you should give good attention.

THANKSGIVING DAY

Over the river and through the woods,
To grandfather's house we go;

The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the woods,
Oh, how the wind does blow!

It stings the toes
And bites the nose
As over the ground we go.

Over the river and through the woods,
To have a first-rate play.

Hear the bells ring,
"Ting-a-ling-ling!"
Hurrah for Thanksgiving Day!

Over the river and through the woods,
Foot fast, my dapple-gray!

Spring over the ground
Like a hunting hound!
For this is Thanksgiving Day.

Over the river and through the woods
And straight through the barnyard gate.

We seem to go
Extremely slow;
It is so hard to wait.

Over the river and through the woods—
Now Grandmother's cap I can spy!

Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

LYDIA MARIA CHILD

Many boys and girls have never ridden in a sleigh. Have you?

Who are going to grandfather's?

Why does the horse know the way?

What kind of day is it? Read the lines that tell you.

What bells are ringing?

Why does the horse seem to go very slowly?

Whom do the children see first?

Where do you think she is standing? Why?

What happens when the children arrive at grandfather's?

WRITTEN COMPOSITION: In your exercise book write a few sentences telling why the children were glad to go to grandfather's on Thanksgiving Day.

28. SENTENCE BUILDING

Here are a number of sentences which have been divided and mixed up.

In this exercise you are to choose from Column B the group of words which goes with a group of words in Column A to form a sentence. Write each sentence out in full:

Column A

Column B

The wind blew down.....	was blowing.
The robins built their nest.....	of yellow tide-foam.
There the little Hiawatha.....	a penny to spend.
What language.....	your vacation?
A gentle south wind.....	the tall elm tree.
They live on crispy pancakes.....	with a capital letter.
Do all the good.....	do you speak?
The fairies have never.....	learned of every bird its language.
Where did you spend.....	in the orchard.
Every sentence should begin.....	you can.

29. CAPITAL LETTERS:

THE DAYS OF THE WEEK

Your father and mother, when they went to school, may have learned this old rhyme about the days of the week:

Solomon Grundy,
 Born on Monday,
 Christened on Tuesday,
 Married on Wednesday,
 Fell ill on Thursday,
 Worse on Friday,
 Died on Saturday,
 Buried on Sunday,
 This is the end of Solomon Grundy.

Find the names of the days of the week. What do you notice about the first letter of each?

Your teacher will help you to make a rule about the spelling of the names of the days of the week. Write this rule in your exercise book along with the other rules for the use of capital letters.

How do you pronounce *Tuesday*?

Write the names of the days of the week in your exercise book. Begin with Sunday. Remember to use capitals and to watch the spelling carefully. Which is the hardest to spell?

30. MEMORIZING A POEM

Here is a real *singing poem* which you should be able to learn by heart very quickly. After the teacher has read the poem to you, the class will read the poem aloud together. How quickly can you commit it to memory? Remember what you have learned about the best way to memorize a poem.

SINGING

Of speckled eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.

The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

R. L. STEVENSON

(From "A Child's Garden of Verses" by permission of Charles Scribner's Sons.)



31. STATEMENTS

Three groups of statements are given below. How many statements are in each group?

1. Helen has just gone to school. I am going in a few minutes.

2. We went on a picnic Saturday. It was a beautiful day. Everybody had a good time.

3. Ned's father went away on Thursday. He went to Vancouver. He will be away for three weeks. Ned misses him very much.

Your teacher will read several groups of statements. Tell her how many statements are in each group.

WRITTEN COMPOSITION. Write groups of two or three statements about each of the following:

A game you like to play

What you did after school last night

An automobile

After you have written your sentences, read them over to make sure that you have made no mistakes.

32. GAME:

USING *Have* CORRECTLY

Suppose you play a language game to practise the correct use of *have*.

You will stand in two rows opposite one another. Beginning at one end of the row, each pupil in turn asks a question of the pupil opposite. In this question the word *have* must be used correctly, and each pupil must be prepared to answer correctly.

The game is played as follows:

Jack: "Have you a watch, Douglas?"

Douglas: "Yes, Jack, I have a watch."

or

No, Jack, I haven't a watch."

Instead of standing in two rows you may play the game in another way.

The teacher may begin by asking one of you a question. If you answer correctly, you may ask a question of another pupil, and so on until everyone has had a part in the game.

Teacher: "Mary, have you a bracelet?"

Mary: "Yes, Miss Smith, I have a bracelet."

Mary: "Have you an aeroplane, Fred?"

Fred: "No, Mary, I haven't an aeroplane."

33. A GIRL WRITES A LETTER

In section 19 is a letter written by a boy, Ray Brown, to a friend. The following letter is written by Bessie Long to her friend, Marion Johnson:

Nelson, B.C.,
May 21, 1937.

Dear Marion,

I am very sorry that you are ill and that you could not come to school to-day. I saw your brother, Jack, give the teacher a note when he came in this morning. He told me you were ill.

A black kitten followed one of the girls to school this afternoon. It came right into the room and sat up by the teacher's desk. Then it began to wash its face. My, how we all laughed! The teacher said, "Black cats bring good luck." It stayed in our room until we went home.

I hope you will be able to come to school to-morrow.

Your loving friend,

BESSIE LONG.

Where did Bessie live? Where did Marion live?

Tell all the reasons you know why people write letters to one another.

In what other ways do people who are far apart tell their thoughts to one another?

Notice the *order* in which Bessie writes her letter:

1. She says she is sorry that Marion is ill.
2. She tells how she found out that Marion was ill.
3. She tells about the black kitten coming to school.
4. She tells what the kitten did.
5. She ends the letter by saying that she hopes Marion will be at school to-morrow.

It is very important to write things in the *proper order*. We must remember that "first things come first" when

1. telling a story
2. writing a story
3. writing a letter

Copy Bessie's letter in your exercise book.

34. CAPITAL LETTERS:

THE NAMES OF THE MONTHS

Which is the shortest month in the year? You will need to be careful in pronouncing and spelling the name of this month.

This old rhyme will help you to remember how many days there are in each month. Copy it in your exercise book. If you memorize this rhyme, you will often find it useful.

Thirty days hath September,
April, June and November.
All the rest have thirty-one
Save February alone.
But leap-year, coming once in four,
Gives February one day more.

What do you notice about the spelling of the names of the months?

Make a rule for the spelling of the names of the months. Write this rule in the proper place in your exercise book.

Write in a column the names of the months. After each write the number of days which it has. Where can you find this?

The poem below tells what each month brings. As the teacher calls the name of each month, a boy or a girl will read the lines which tell what that month brings.

THE MONTHS

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lakes again.

March brings breezes sharp and chill,
Stirs the forest on the hill.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Sporting round their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings thunder showers,
Apricots and gilly flowers.

August brings the sheaves of corn;
Then the harvest home is borne.

Warm September brings the fruit;
Sportsmen then begin to shoot.

Brown October brings the pheasant;
Then to gather nuts is pleasant.

Dull November brings the blast—
Hark! the leaves are whirling fast.

Cold December brings the sleet,
Blazing fire and Christmas treat.

SARA COLERIDGE.



35. GAME:

Give AND Gave

This game is called "Giving to the Old Woman Who Lived in the Shoe."

The teacher begins the game by asking a pupil a question like this:

Teacher: "Arthur, what did you give to the old woman in the shoe?"

Arthur: "I gave her a sack of flour."

Then it is Arthur's turn.

Arthur: "Katie, what did you give to the old woman?"

Katie: "I gave her a new broom."

It is now Katie's turn, and so the game goes on until everyone has taken part.

Copy the following sentences in your exercise book, filling in the blanks with the word *give* or *gave*.

1. Aunt Eliza——us each a large piece of cake.
2. A pleasant old gentleman——us a bag of peppermint candy for running after his hat.
3. ——me a little help, please.
4. Who will——the best sentence?
5. How much did you say you——for that pair of rabbits?
6. I did not——him that book.
7. I will——you ten cents for that top.
8. I——ten dollars for this second-hand bicycle.
9. Jack——away all his marbles.
10. They should——him his ball.

36. SENTENCE BUILDING

Do this exercise as you did the exercise in section 28.

A

B

We live on the continent ofChina.

There are twenty-four hours in a shoe.

September is..... at Christmas time.

The old woman lived..... at the circus.

A great deal of tea comes fromthe pitcher.

In Canada the weather is usually cold..... in a day.

There was a crooked man.....who wouldn't say his
prayers.

The children saw lions and elephants.....with bushy tails.

The thirsty crow dropped a pebble into....North America.

Once there was a naughty boy.....who walked a crooked
mile.

The robin has a.....short tail.

While strolling along a woodland path

we saw two strange animals.....in a pie.

The dancing bear had a very..... red breast.

Four and twenty black-birds baked.... an autumn month.

36. POEM STUDY:

GOOD POEM FOR A RECITA

cher will read the follow

ow you how it should be re

a turtle is? Have you e

and water by the side o

nk that was where this t

37. VOWELS AND CONSONANTS

To write or to print a word we make use of letters. To speak a word we make use of sounds. The sounds we make in speaking are represented by letters. This is just another way of saying that letters stand for the sounds which we make when we speak.

In writing English we make use of twenty-six letters to stand for the different sounds. These twenty-six letters are called the English alphabet.

Some letters, however, like the letter *a* may have to stand for a number of different sounds.

Note the sound of *a* in each of the following words:

hat, hate, arm, all, care, senate, ask.

Sound each of the following letters:

a, e, i, o, u.

What sound has the letter *y* in the word *fly*?

What sound has this letter in the word *story*?

A, e, i, o, me a little help, please. ll the other
 letters in th ill—the best sentence? consonants.
 When the let uch did you say you— it is also a
 vowel. bits? 2
 not—him that book.

Note the —you ten cents for that each of the
 following w —ten dollars for this second-
 —away all his marbles.

he should—him his ball. *her*

Note the sound of the vowel *i* in the following words:

*pin**pine*

Note the sound of the vowel *o* in each of the following words:

*not**note*

Note the sound of the vowel *u* in each of the following words:

*nut**cute**rude*

Write five words to illustrate each different sound of the vowels *a*, *e*, *i*, *o*, and *u*.

A SONG OF THANKSGIVING

We thank Thee, Lord, for sun and air;
For tender skies above;
For food to eat, and clothes to wear;
For home, and love.

38. POEM STUDY:

A GOOD POEM FOR A RECITATION

The teacher will read the following poem to you and show you how it should be read. Do you know what a turtle is? Have you ever seen one in the mud and water by the side of the road? Do you think that was where this turtle lived?



THE LITTLE TURTLE

There was a little turtle,
He lived in a box,
He swam in a puddle,
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
And he snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn't catch me.

VACHEL LINDSAY

(By permission of The Macmillan Company, New York.)

Read the poem silently. What story does the poem tell you? What picture does each stanza give you? Read the poem four or five times. Keep in mind the story told by the whole poem. Try to say the poem without looking at your book. Would you like to stand up before the class and recite the poem just as the teacher read it?

39. CAPITAL LETTERS:

PRONOUN *I* AND REVIEW

What rules have you had for the use of capital letters?

Turn to section 19 and read again the letter written by Ray Brown. You will notice that when Ray speaks of himself, he uses the capital letter *I*.

Look in your Reader and find the word *I* in five places.

The word "I" should always be written as a capital letter.

The teacher will ask you to write the following story from dictation. Remember what you have learned about the use of capital letters. Be careful to use periods where they are needed.

Monday morning I went to see Tom. I had heard that he and his brother were ill. Tom met me at the gate. I was very glad to hear that he and David were better. After I had talked to him for a few minutes, I went to school.

Write in your exercise book the rule given above. In what place in your exercise book should this rule be written?

Teach me, Father, how to be
Kind and patient as a tree.

40. *A, An AND The*

Above are three little words which we must be careful to use correctly.

Read the following lists:

An apple	A boy
An orange	A girl
An olive	A hat
An ant	A rabbit
An elephant	A pencil
An ice cream cone	A story
An ugly duckling	A wasp

You will notice that each word in the first column takes *an* before it, while each word in the second column must have *a* before it.

What do you notice about the first letter of each word that has *an* before it?

What do you notice about the first letter of each word that has *a* before it?

An is used before a word beginning with a vowel.

A is used before a word beginning with a consonant.

Read aloud these sentences:

1. He stood in the open door.
2. The orange tasted sweet.
3. The apple crop was a failure that year.
4. The boys are forming a ball team.
5. The girls are giving a party.
6. Put the chalk on the ledge, the pen in the box, and the books in the desk.

The letter *e* in the word *the* is sounded plainly when the word following it begins with a *vowel*. It is hardly sounded at all when the word following it begins with a *consonant*.

1. Read aloud the following words or groups of words with *a* or *an* placed before each:

eagle
oar
paddle
ice-cream cone
shop
robin
onion
house
inkstand
picture book

automobile
grocery store
oatmeal cake
needle
ivory handle
gold watch
old man
load of hay
iceberg
telephone

2. Read aloud each of the above words or groups of words again, using *the* in place of *a* or *an*. Be careful to watch the first letter of each word or group in the list.



41. DRAMATIZATION AND WRITTEN WORK:

Haven't Any

On their way home from school Charlie and Fred saw a man selling balloons.

"Buy a balloon?" said the man.

"I haven't any money," said Charlie.

"I haven't any either," said Fred.

"Have you any green balloons?" asked Charlie.

"No, I haven't any green ones. These are all red."

Fred replied, "If you will wait until I come back, I will buy one then."

"Oh, I haven't any time to waste," said the man.
"I must hurry on."

Choose three pupils to act this little scene. While they are getting ready, the rest of you may copy the story in your exercise books. Wherever you see the words *haven't any*, underline them.

We must always be careful in speaking or writing sentences which contain the words *haven't any* or *hasn't any*.

After the little play has been acted, the whole class will read these pairs of sentences aloud together. Read each pair three times.

1. Have they any oranges?

No, they haven't any oranges.

2. Has Charlie any money?

No, he hasn't any money.

3. Have we sandwiches for our picnic?
No, we haven't any sandwiches.
4. How many marbles have I in my hand?
You haven't any marbles in your hand.

Do you remember the nursery rhyme about Simple Simon?

Said Simple Simon
To the pieman,
"Indeed, *I have not any.*"

42. WRITING A LETTER:

GROUP WORK

Have you ever received a letter? Have you ever tried to write one?

If you try to help her, perhaps the teacher will write a letter on the blackboard for you.

Here are a number of things about which you may write:

1. An answer to Ray Brown's letter in section 19
2. A letter to a class-mate who is ill
3. A letter about a new game you have learned

After the letter has been written on the blackboard, you will copy it in your exercise book.

43. *This—That*

Read these sentences carefully and notice how the words *this* and *that* are used:

This man killed a lion.

That boy is always late for school.

This dog won a prize at the fair.

This cat caught a mouse.

That girl can spell the hardest word in the Third Reader.

That man is my uncle.

You will take turns in making oral sentences beginning with *this* or *that*. Try to make sentences telling about things in the class-room. Here are some sentences of the kind which you might make:

This desk is mine.

That desk is the teacher's.

This book has been badly torn.

That book belongs to Mabel.

If a task is once begun,
Never leave it till it's done;
Be the labour great or small
Do it well, or not at all.

PHOEBE CARY



44. DRAMATIZATION :

GOOD MANNERS

What is meant by *good manners*?

No one likes to see a boy or a girl who has bad manners. To-day we are going to play a *good manners* game. The teacher will ask as many of you as possible to do some acting. See how well you can act.

1. One pupil pretends to be the teacher. He asks a question, but the pupil whom he asks does not hear. If this pupil does not know what to say, tell him.

2. Two others pretend to be visitors. A boy and a girl bring chairs for the visitors. See that the visitors and pupils say what they should.

3. A pupil who is pretending to be the teacher is writing at the teacher's desk. One of the class goes up to ask a question. He does not mean to do so, but he knocks a book off the desk.

4. One of the boys meets Mrs. Jackson, his next-door neighbour, on the street.

5. Another boy meets the school principal on the street.

6. Three men and two ladies are sitting in a room. A lady enters the room.

7. A pupil passes in front of the teacher.

To-day you were only acting, but remember that you should always try to be as mannerly as possible. It does not cost you anything, and it may be a great help to you both now and when you are older.

45. *Good* AND *Well*

Many people use the word *good* when they should use the word *well*.

Read the following sentences very carefully and notice how to use *good* and *well* correctly.

1. Sandy is a *good* swimmer.
2. Sandy swims *well*.
3. Mary is a *good* reader.
4. Mary reads *well*.
5. Peter is a *good* skater.
6. Peter skates *well*.

In the first sentence *good* tells what kind of swimmer Sandy is. Sandy is not a poor swimmer. He is a *good* swimmer. In the second sentence *well* tells how Sandy swims. He swims *well*, not badly.

What does *good* tell in sentence No. 3 and in No. 5?

What does *well* tell in the fourth sentence? in the sixth?

Always use *well* instead of *good* when you wish to tell *how something is done*.

Copy the following sentences, filling in the blanks with *good* or *well* used correctly:

1. Arthur is a——worker.
2. He always does his work——.
3. Mary writes——but she is not——at arithmetic.
4. Try to tell your story——.
5. Nancy sings——but she does not play the piano very——.
6. Aunt Kate makes——candy.
7. It was too dark to see——.
8. A cat can see——in the dark.
9. It is very——of you to bring these beautiful flowers.
10. How——of you to say such kind words!

WRITTEN EXERCISE. Write five sentences in which you use the word *good* and five sentences in which you use the word *well*.

46. POEM STUDY:

MARCHING SONG

Here is a poem telling how several children played a game. Listen while the teacher reads to you.

Bring the comb and play upon it!

Marching, here we come!

Willie cocks his Highland bonnet,

Johnnie beats the drum.

Mary Jane commands the party,

Peter leads the rear;

Feet in time, alert and hearty,

Each a grenadier!

All in the most martial manner

Marching double quick;

While the napkin like a banner

Waves upon the stick!

Here's enough of fame and pillage,

Great commander Jane!

Now that we've been round the village,

Let's go home again.

R. L. STEVENSON

(From "A Child's Garden of Verses" by permission of Charles Scribner's Sons.)



What game do you think the children were playing?

What music do they march to?

Have you ever tried to play on a comb? Put a piece of paper over a comb sometime, and try to blow a tune on it.

Have you ever tried to march to the beat of a drum?

The teacher will write the following words on the blackboard and talk about them with the class.

<i>Highland bonnet</i>	<i>grenadier</i>	<i>martial music</i>
<i>fame and pillage</i>	<i>the rear</i>	

Read the poem over silently. Try to answer these questions without looking at the book:

Who is the leader of the party?

Name the other boys and girls.

Tell what each one does.

Where did they march?

Did they march quickly, or slowly? How do you know?

What did they use for a flag?

Read aloud the stanzas that tell the parts played by the children. Read aloud the stanza that tells *how* they marched. Read the one telling *where* they marched.

What words rhyme in the second stanza? In the third and fourth stanzas?

The whole class together will read the poem aloud.

Have you read other poems by the same author?

DRAMATIZATION

Have a number of the class act the story of this poem. Who will be leader? What can you use for a drum? a flag?

47. SENTENCE RECOGNITION

How many sentences are there in each of the following groups?

1. David Warner's father gave him a new bicycle for his birthday. It cost forty-five dollars. Don't you think that David is a lucky boy?

2. Margaret saw that the horse was running away. She pulled on the reins as hard as she could. The horse ran faster than ever. What was she to do?

3. What do you think happened on Saturday? I think I was never so excited. Mother was almost as excited as I was.

4. I found a bird's nest yesterday. It was hidden in the grass. There were four eggs in it. The mother bird seemed very frightened. She seemed glad when I came away.

The teacher will read several groups of sentences. Listen carefully and be able to tell her how many sentences are in each group.

WRITTEN COMPOSITION. Write groups of several sentences about two of the following. Try to have at least four sentences in each group. Write more if you can.

1. A joke on yourself
2. Thanksgiving
3. Christmas
4. A favourite toy
5. What you like best about school
6. Anything you may like to write about

Go over your work; make sure that you have done your best.

48. *These, Those, AND Them*

In the following sentences notice how the words *these*, *those* and *them* are used:

1. Would you like one of *these* cookies? My Mother made *them*.
2. Thank you, *those* look very nice. When did she make *them*?
3. *Those* boys broke the window. I saw *them*.
4. May I look at *these* books? I should like to read *them*.

ORAL COMPOSITION. Be ready to give sentences showing the correct use of *these*, *those*, and *them*. The teacher will put the best sentences on the black-board.

Copy the following sentences, filling in the blanks with the proper words:

1. I should like to have some of——flowers.
2. Tell—— boys to come in. I want——.
3. Did you ever see such large strawberries as——? Where did you buy——?
4. I have never tasted sweeter apples than——.
5. ——were the finest peaches in the orchard. I picked——.
6. Where did you find——marbles? I lost——.
7. What did you do with——pencils I gave you yesterday?
8. Where did you put——books you were reading? Please get——.

49. OUR FLAG

Look at the picture on page 65.

What are the children doing?

What is the name of our flag? What are its colours?

Our flag has a very interesting story. It was formed by joining or uniting different flags. Your teacher will tell you the story. Try to remember it.

Do you ever help to raise or lower the flag at your school? Do you know that we should always show respect for the flag by lowering it before sunset?



OUR FLAG

There are other ways in which we should show respect for the flag. Could you find out what they are and talk about them in class?

These stanzas tell us about the flag:

There are flags of many lands,
 There are flags of every hue,
 But the dear, dear flag we love the best
 Is the red and white and blue.

Red says—Be brave, our land to save;
 White says—Be pure, no wrong endure;
 Blue says—Be true in all you do.

50. GAME:

I Saw

Why do boys and girls so often speak incorrectly? It is usually because they copy the incorrect speech of others. We should try to learn what is correct and then form correct speech habits. It is as easy to form a good habit as a bad one.

If we say the *right* word a great many times, it will help us to remember to say it properly without thinking very hard, and to overcome the bad speech habits which we may have formed.

There is a game called *I Saw* which we shall play to-day.

The pupils stand in two lines on opposite sides of the room or of a row of desks. These lines should have the same number of pupils in each, no matter if there are but two in each line. If there is one too many on one side, he may act as judge. Each line numbers from the right. Then number one of the first line will ask this question of number one of the other line.

“What did you see as you came to school this morning?”

The answer should be in this form,—“I saw a cow running across a field.” (He mentions something which he has really seen).

When you have gone right down the line with

this question and heard the answers, the second line should do the asking and the other line the answering.

Each time any one of you forgets to say *I saw*, the other side scores one.

After you have played this game for a time, read the following sentences aloud, filling in the blanks with the word *saw*.

When I——the hen, I ran as fast as I could.

He——three birds in the tree.

Tom——an automobile accident.

Margaret and Jean——a good moving-picture.

As soon as the boys——the robber, they ran for help.

They——that night was coming on.

If you——a house on fire, what would you do?

Tell me what you——at the circus.

Yesterday I——a flock of wild geese.

He told me that he——Dick in town.

Never put off till to-morrow what you can do to-day.
(*Old Proverb*).

We should try to do some good every day.

51. CAPITAL LETTERS:

NAMES OF HOLIDAYS

1. We went to Uncle John's the day before Christmas and stayed until New Year's Day.
2. On Dominion Day we went to a picnic in the park.
3. We spent the Easter holidays in the country.
4. Our school opened the Tuesday after Labour Day.
5. I have been learning a poem about the flag to recite on Empire Day.
6. We drove over to grandfather's on Thanksgiving Day.

What holidays are named in each of the above sentences? With what kind of letter does the name of each holiday begin?

Make a rule for the use of capital letters in the names of holidays. Add this to the list of rules about capital letters in your language exercise book.

Name any other holiday which you may know. Write a few sentences telling which holiday you like best. Tell why you like best that particular holiday.

52. WRITING A LETTER

You have had a number of lessons on writing letters. Do you think you have learned enough

about letter-writing to write a real letter to someone?

Before you try, the class will look carefully at the letters in section 19 and section 33. You and the teacher will then talk about the correct way to write letters. Listen carefully so that you may learn to do your work well.

Do not try to write a long letter. Write only a few sentences. Tell about something interesting. Remember that you are going to write a *real letter*. Do your very best.

You may write any one of the following:

1. A letter to a friend who used to attend your school, but who has gone away. Take the letter home and ask your mother to address an envelope for you. Mail the letter to your friend.

2. A letter to a cousin or some other relative who lives at a distance. Mail your letter.

3. A letter asking a friend to visit you. Tell your friend about some of the good times you might have together.

4. A letter to your mother telling her about something that happened at school. Take the letter home to her so that she may see how much you have learned about letter-writing.

Writing your first letter is not an easy thing to do. The teacher will read your letter over and tell you if it is well written. You may need to re-write it.

53. *There* AND *Their*

1. While the teacher was telling the story, the children sat quietly in *their* seats.
2. We saw a rabbit over *there* among the cabbages.
3. The farmers were busy cutting *their* grain.
4. We found a cave *there* last summer.
5. The Blacks were very proud of *their* new car.
6. *There* are seven days in a week.

In the first sentence the word *their* tells us that the seats belonged to the children. In the third sentence the word *their* tells us plainly that the grain belonged to the farmers. The farmers owned the grain. In the fifth sentence the word *their* tells us that the Blacks owned the car.

To show that something is owned by someone, we use the word *their*.

Now in the second sentence *there* simply points out the place where we saw the rabbit. It does not tell anything about who owned the rabbit. In the fourth sentence *there* simply tells where we found the cave. In the sixth sentence you have an example of how the word *there* is often used at the beginning of a sentence.

Their is a word that expresses ownership. It shows that someone owns something.

There is a word that usually tells where something is.

Copy the following sentences in your exercise book, filling in the blanks with *their* or *there*.

1. —— is no place like home.
2. The pirates hid —— treasure ——.
3. The boys caught more fish —— than —— baskets would hold.
4. We sat —— among the beech trees watching the squirrels gathering —— supply of nuts.
5. —— is the marble that I lost.
6. Three little kittens lost —— mittens.
7. Once —— was a little boy who wouldn't say his prayers.
8. "—— they come!" shouted Sandy.
9. Leave them alone and they'll come home and bring —— tails behind them.
10. The settlers came —— to buy —— supplies for the winter.
11. —— are two of —— horses over ——.



54. POEM STUDY

This poem is to be read aloud by several pupils in turn. Learn to recite the poem.

MARCH

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;

The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one.

Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The plowboy is whooping—anon—anon!

There's joy on the mountains;
There's life in the fountains ;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone.

WILLIAM WORDSWORTH

When the poem has been read aloud two or three times it should be read once more, slowly, line by line, in order to see clearly the pictures.

The cock is crowing: Do you see the picture clearly?

The stream is flowing: Can you picture this scene?

You will notice that some lines describe scenes, some express sounds, and *one line* expresses the *feel of the air*. Read the lines which do these things.

What season of the year is described?

Quote the lines from the poem which point out most clearly the time of the year.

55. STUDYING AND TELLING A STORY

Many hundreds of years ago there lived in Greece a man called Aesop. He wrote many stories which we call fables. Though these stories are very old, they are known all over the world to-day.

This fable is called *The Travellers and the Axe*. You are going to tell the story and later you will act it. Read it as carefully as you can.

Two men were walking along a road, when one of them saw an axe lying on the ground.

"Ah!" he cried, "look at the fine axe I have found."

"Do not say *I* but *we*," said the second. "We are travelling together; each should share everything with the other."

"No," replied the first, "I found this axe and I shall share it with no one."

They had not gone far when they met the owner of the axe.

"You have stolen my axe," he cried, "and you shall suffer for it!"

The finder of the axe was very much afraid.

"Alas!" he cried, "I fear that we are in great trouble."

"No, no," the other replied, "do not say *we* but *I*. You were not willing to share your axe with me, so I am not willing to share your danger with you."

Do you think that the man who found the axe got what he deserved?

Tell the story.

56. A PLAY

To-day you will act a play. It will be about *The Travellers and the Axe*.

How many actors will there be? You may help to choose them.

Go back over the story and help the actors to find the words which they will say. The teacher will write the play on the board.

While the actors are getting ready for the play, you may copy in your exercise book what the teacher has written on the board.

Watch the actors carefully. After the play you can perhaps tell them something which you would have done to make the acting better.

57. RHYMING WORDS

I love to dream of trees and flowers,
Of skies so clear and blue,
Of rippling brooks and shady bowers
And singing birds. Don't you?

In this little verse you will notice that the first and third lines end in words which have the same sound,— *flowers* and *bowers*.

You will also see that the second and fourth lines end in sounds which are alike.

You will write in your exercise book at least four words which have the same sound at the end as the words in the list below. Here is a sample:— *Hill*, still, will, fill, rill. See if you can do the same with these:

ring, _____, _____, _____, _____.
grow, _____, _____, _____, _____.
hair, _____, _____, _____, _____.
found, _____, _____, _____, _____.

When words at the ends of lines of poetry have the same sound, they are said to *rhyme*.

Suppose you try to think of a word which would *rhyme* with *fun* in this little poem.

We have such jolly fun
While playing in the——.

Here is another.

Down on my father's farm
The birds can do no ——.
They sing their songs for me,
While swinging on a ——.

Take your Readers and find a poem which you like. Pick out the words that *rhyme* and write them in two columns, side by side.

It may be that you can write a little poem of two lines ending in words that *rhyme*. Try it.

58. POEM STUDY AND ORAL COMPOSITION:

THE CHANGING MOON

Has the moon always the same shape? Tell the class how it changes from time to time.

Draw a number of pictures on the board showing the shape of the moon at different times.

The teacher will read to you the poem about the moon which is given below. It tells what a little girl thought of the changing shape of the

moon. After the class has read the poem silently, you will choose two good readers to read it aloud.

THE MOON'S THE NORTH WIND'S COOKY

(What the Little Girl Said)

The Moon's the North Wind's cooky.

He bites it, day by day,
Until there's but a rim of scraps
That crumble all away.

The South Wind is a baker.

He kneads clouds in his den,
And bakes a crisp new moon that.....greedy
....North.....Wind.....eats.....again.

VACHEL LINDSAY

(By permission of The Macmillan Company, New York.)

Did you ever see a person *kneading* anything?

What did the little girl think changed the shape of the moon?

Here is a very short story about the moon. Read it silently, then tell it to the class.

THE MOON AND HER MOTHER

The moon thought that she needed a cloak, so she asked her mother for one.

"How can I make a cloak that will fit you?" said her mother. "You are always changing your size. At one time you are small and thin. At another time you are big and round. Sometimes you are neither. No one could make a cloak to fit *you*."

So the poor moon had to go without a cloak.



From the Painting by Landseer, 1802-1873.
Copyright, 1927,
by Eugene A. Perry.

SAVED

By permission of
The Perry Picture Company
Malden, Massachusetts.

59. PICTURE STUDY

The picture on page 78 was painted by an artist called Landseer. You will see more of his pictures when you grow older. Landseer is noted for his pictures of animals.

What are the two most important things which you see in the picture? Notice that they are placed in the centre of the picture.

What other things do you see?

Is it a fine day? Is it calm or windy?

Give the dog a name that you think would suit him.

How old is the child?

The dog seems to be looking at someone. Who do you think it might be? What do you think this person might say to the dog?

Many pictures tell stories just as clearly as words do. Study this picture and think over the story which it tells.

Tell the story to the class.

Make your story short and interesting. Remember your oral composition rules.

Blessed are the pure in heart, for they shall see God.

The Sermon on the Mount.

60. GAME:

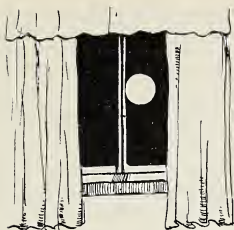
It is I

Here is a simple little game which you may play. It will train you to speak correctly. It is a very fine thing to be able to speak correctly.

Your teacher will give each pupil a number. Write your number on paper so that you will not forget it.

Now when the teacher calls, "Who is number 10?" the pupil who has that number must stand up at once and say very clearly, "It is I." This pupil (Number 10) then calls for a number as the teacher did. The pupil having the number called rises at once and says, "It is I." He then has his turn in calling for a number and so on until all the pupils have had a turn.

Then the teacher changes the form of the game by calling the name of a pupil and asking, "Who is Number 15? Is it you, Charlie?" If Charlie is not Number 15, he rises and says, "It is not I." It is then Charlie's turn to ask the question. If the pupil whom he asks happens to have the number called, he rises and says, "It is I." But he does not get a turn. Charlie then calls for another number. So the game goes on until as many as possible have answered.



61. POEM STUDY

ANOTHER POEM ABOUT THE MOON

Listen while the teacher reads this poem to you.

THE MOON

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of the way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

ROBERT LOUIS STEVENSON

(From "A Child's Garden of Verses" by permission of Charles Scribner's Sons.)

What shape would the moon be if it looked like the face of a clock? What kind of moon do we call this?

What would thieves be doing on the garden wall?

Quay is not pronounced as you would think. With what word does it rhyme? Your teacher will explain to you what is meant by *harbour quays*.

The poem mentions four things that like to be out by the light of the moon. What are they?

Read the poem aloud together. Say every word distinctly. Do not speak too loudly.

62. GETTING THE "ING" HABIT

Remember that others often judge you by the way you use the English language. Is it not important, then, that you should do your very best to put the right word or sound in the right place?

1. Say these words over carefully and make the *ing* sound *clearly* and *distinctly*. Perhaps your teacher will sound them with you.

helping
hopping
loving

walking
finding
learning

looking
running
seeing

doing
being
sending

Each member of the class will now make a sentence, using some word that ends in *ing*. Pronounce the *ing* very carefully so that the sound of *g* at the end may be distinctly heard.

2. Read this poem aloud together. After that, two or three children who read well will be asked by your teacher to read it aloud to the class.

When at sleighing, children playing,
Roll and tumble in the snows,
Each one to the other saying,
"We'll be sad when Winter goes."
Follows then the Winter's breaking,
Melting snow and running streams:
Happy children gladly making
Plans for Spring and Summer schemes.

Spring on lightsome feet comes dancing,
Joins the children in their play;
Brings the Summer's warm sun glancing,
Cheering all the golden day.
Autumn comes, the leaves adorning,
Seems to linger sad, and go.
Children on a crisp, bright morning,
Welcome back the drifting snow.

JOHN M. GRAY

(By permission of the author.)

A stitch in time saves nine.

(Old Proverb).

3. From each of the following words make up a word ending in *ing* and use in a sentence each of the words you have made.

sing	strike	roll
hang	pick	hum
play	jump	run
get	rub	fasten

63. CHOOSING THE RIGHT WORD

In each of the following stanzas several words have been left out. Below each stanza you will find a list of the missing words.

Write the stanzas in your exercise book, filling the blanks with suitable words chosen from the list.

1. I am coming, little maiden,
With the——sunshine laden,
With the——for the bee,
With the——for the——,
With the——and with the leaf;
Till I——, the time is——.

flower	brief	honey	
tree	blossom	pleasant	come

2. Wherever——children meet,
And for the——will——stand,
Where hearts are——, pure and——
Why there, my dear, is——.

fairylend	sweet	bravely
gentle	happy	right

64. GAME:

Was AND Were

One of you will be asked by the teacher to go to the cloak-room or the corner of the class-room and to imagine that he has been touched by a fairy's wand and changed into some lovely flower or a tree. Cover your eyes and try to see a clear picture of what you imagine you now are.

When one of the pupils knocks at the door or on a desk, you will return to the class and the others will ask you questions such as these:

Q.—“Were you a tall tree?”

A.—“No, I was not a tall tree.”

Q.—“Were you a small tree?”

A.—“Yes, I was a small tree.”

Q.—“Were you covered with bark?”

A.—“Yes, I was covered with bark.”

Q.—“Were your leaves broad?”

A.—“No, my leaves were not broad.”

Q.—“Were your branches long?”

A.—“No, my branches were not long.”

Q.—“Were you a spruce tree?”

A.—“Yes, I was a spruce tree.”

Another pupil may now be chosen to go outside and “imagine” and the game will continue.



65 ORAL AND WRITTEN COMPOSITION:

GOOD HEALTH RULES

You all know how important it is to take good care of your bodies. Strong, healthy bodies help us to be successful and happy both in school and when we grow up. In your health lessons you have learned much about the care of the body. Here are some of the things about which you have learned:

Caring for the teeth
Taking a bath
Milk, the best food of all
Fresh air
Sleep

Give the class one health rule about each of these. Try to make a good sentence which all the class will understand. If you wish, you may give a rule about something which is not mentioned in the list.

WRITTEN COMPOSITION. Write five health rules. Be sure that each is a good sentence which tells just what you mean. Don't forget the important things which you have learned about the beginning and the end of each sentence.

Be you to others kind and true,
As you'd have others be to you.

66. CAPITAL LETTERS:

LINES OF POETRY

God watches o'er us all the day,
At home, at school, and at our play;
And when the sun has left the skies,
He watches with a million eyes.

What words in the above poem are spelled with a capital letter?

Make a rule for writing the first word of each line of poetry. Write the rule in the proper place in your exercise book.

Copy the little poem above in your exercise book.

67. *Right* AND *Write*

Pupils do not always find it easy to use correctly these two words,—*right* and *write*. Remember that in driving we keep to the *right* and that everyone should try to do *right*. It will be easy for you to remember that *write* refers to *writing* with pen, pencil, or chalk.

The words *right* and *write* are used correctly in the following sentences:

I try to *write* my work neatly.

Keep to the *right*.

"You are *right*," said the teacher.

Below is a group of sentences with words left out. Think carefully until you feel sure you know the *right* word to fill in before you *write* them down.

1. One boy was on the left and the other on the_____.
2. This pen does not_____so well as it did.
3. Tom, was that the_____thing to do?
4. The_____wheel was broken.
5. Who will_____the word on the black-board?
6. He can_____much faster than I.
7. Do the_____whate'er betide.
8. Both answers were_____.
9. I will read while you_____.
10. Be careful to_____the_____word.

68. CHOOSING THE RIGHT WORD

The two stanzas below give you a little picture which tells you what Jack Frost does.

Several words are left out. These missing words have been printed below the poem.

Write the poem in your exercise book. Fill the blanks with words which you choose from the list at the end of the poem. Try to pick out words which will help to make a good picture.

For creeping_____—underneath
The door when all the_____are out,
_____takes every breath you_____
And knows the_____you think_____.

He———them on the window pane
 In———lines with frozen steam;
 And when you———you see again
 The———things you saw in———.

GABRIEL SETOUN

(By permission of John Lane, The Bodley Head).

Jack Frost	softly
fairy	lovely
things	about
dream	lights
breathe	paints
wake	

69. A STORY OF YOUR OWN

To-day you will tell a story of your own. Usually you have been asked to read a story and then tell it. See if you can tell a story which no one else has told you.

Do you remember the picture called "Saved"? It told a story of a brave dog which saved a child's life.

Have you a dog at home? If you have not a dog, you may have a cat or some other pet. Could you tell a story about some pet?

Perhaps you live on a farm where there are horses and other animals. You may tell about one of these if you wish.

Your story need not be long, but try to make it interesting.

After the different stories have been told, the class will decide which they liked best.

70. *Went* AND *Gone*

Among the troublesome words that we commonly use are *went* and *gone*.

In the sentences below, these words are used correctly.

Read each sentence carefully.

1. I went to my uncle's last Saturday.
2. Jack went away to-day.
3. Walter has gone to the park.
4. Dick and George have gone to school.
5. They had gone before we called for them.
6. We have gone fishing every holiday this year.
7. They had gone early to get a good seat.
8. Where has Alice gone ?

Notice that the word *gone* always needs a helping word. In the sentences above, find the words which help the word *gone*.

Went does not need any helping word. It may be used by itself.

ORAL COMPOSITION. Your teacher will ask a number of pupils to give sentences in which *went*, *have gone*, *has gone* and *had gone* are used correctly. Make your sentences different from those which the others give.

WRITTEN EXERCISE. Copy the following sentences, filling in the blanks with the word *went* or *gone*.

1. I have often——there in my holidays.
2. Charlie——to town this morning, but Hugh has——fishing, as he usually does on Saturdays.
3. "Is Andrew at home?" asked the teacher. "No, Miss Brown," replied Sandy, "he has——to the country. He——yesterday."
4. Where has Ned——?
He has——to the park to see the bears and the monkeys. He——very early this morning.
5. Who——to the ball game Saturday?
I——to the ball game. I have——to every game this season.



71. POEM STUDY:

SOME ONE

Has anyone ever told to you, or read to you, a story about fairies? Is there a book in your school library called "Grimm's Fairy Tales"? Is there one called "Andersen's Fairy Tales"? If you have one or both of these books, your teacher may read you a fairy story from one of them.

Creep silently through your garden some day when the flowers are in bloom. Look quietly



and softly into the cup of one of the flowers. Perhaps you may surprise a fairy who is hiding there. If you make the smallest noise, the fairy may turn into a bee or an ant, or even a common house-fly.

Listen very quietly while your teacher reads this little poem to you:

SOME ONE

Some one came knocking
At my wee, small door;
Someone came knocking,
I'm sure—sure—sure;
I listened, I opened,
I looked to left and right,
But naught there was a-stirring
In the still, dark night;
Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking
At all, at all, at all.

WALTER DE LA MARE

(By permission of Constable & Co.)

Look carefully at the picture. Do you think the little girl at the door looks as if she were surprised? Who do you think was knocking at the door? I

wonder if it was the wind. Try to think of all the sounds the little girl heard when she opened the door.

Have you ever heard any of these sounds at night?

How do you think the little girl felt when she said,

“So I know not who came knocking
At all, at all, at all”?

The teacher will have the whole class read the poem aloud together.

Choose one of your best readers to read the poem before the class.

72. PRONUNCIATION

We have been trying to pronounce our simple words more carefully. There are *groups of words* which are often mispronounced. This is a form of carelessness.

If we try, we shall soon be able to say them correctly, but it will be necessary to say them properly a great many times so that we shall *get the habit* of using the correct sound.

Say these groups of words after your teacher. You will pronounce them together. Be careful to sound every syllable clearly:

Could you
did you
won't you
have to
going to
ought to
want to
give me
don't know

may be
let me
may have
might have
must have
should have
would have
could have

Remember that we often use these groups of words in sentences, both when we speak and when we write. We need to be very careful, even when we write them.

Practise using these groups of words in sentences. If we become good baseball players, we do it through practice. No one ever learned to play a piano well except by a great deal of practice. The same thing is true of learning to speak correctly.

73. *To, Two, Too*

The name of this lesson makes one think of a steam-engine, but these three words seem to be as difficult for some boys and girls to write correctly as it would be for them to pull a steam-engine.

Notice how the word *to* is used in these sentences:

1. Bob goes *to* school *to* learn.
2. He likes *to* read *to* his mother.
3. She loves *to* have him read *to* her.

When we count, we use the number *two*. We say, "One, two, three, four", and so on. We have *two* eyes, *two* hands, *two* feet, *two* ears.

Look carefully at these sentences:

1. I have *two* dollars in my bank.
2. The bird has *two* wings.
3. *Two* days seems a long time to wait.

Now let us see how we use *too*;

1. I am *too* warm.
2. He was *too* lazy to work.
3. The man is *too* old for this work.
4. Mary has a new dress *too*.
5. I wish you could come *too*.

You will readily see that *too* may mean *more than enough* or it may mean *also*.

Each blank in the following story stands for either *to*, *two* or *too*.

If you keep in mind the sample sentences given above, you will be able to fill each blank with the correct word.

The teacher will write on the board the first two paragraphs of the story. The class will decide what words are needed in the blank spaces.

Write the rest of the story in your exercise book, filling the blanks with *to*, *two*, or *too*.

Whenever Alice would try——go——near the edge of the cliff, her mother would grasp her dress with ——hands. “Don’t hold me, mother. I am——old ——be treated that way,” she would say. “It is silly ——think that I am not able——take care of myself.”

“You are——young——move alone in this dangerous place,” said her mother. “One cannot be——careful. The sea must be——hundred feet below. It will soon be——cold——stay here as the sun has set. How lovely it is——look out across the water!”

“It is already——dark for us——see——miles away. Let us go——the inn and come here again to-morrow,” said Alice.

So the——walked slowly back,——tired——do anything but go——sleep.

Have you omitted any of the punctuation marks? Look your work over and find out if it has been done correctly.

74. THRIFT LESSON

ORAL COMPOSITION

On Marian Cook's ninth birthday her mother gave her a dollar.

"You may spend the money just as you wish," said Mrs. Cook.

The dollar seemed a great deal of money to Marian, but in a few days it was all gone. This is how Marian spent it.

She bought herself a book which cost fifty cents. On Saturday she went to the moving picture show. Her ticket cost ten cents. She gave ten cents to her brother. An ice cream cone cost her five cents. She bought candy with the twenty-five cents that was left.

Do you think that Marian spent her money wisely?

Talk this over with the rest of the class.

ORAL COMPOSITION. Do you think that you could have used the money more wisely than Marian did? If so, tell the class how you would have spent it.

Take care of the minutes, for the hours will take care of themselves.

(*Chesterfield*).

75. THE APOSTROPHE AND "S"

1. Mary's hat is on the table.
2. The farmer's horse lost a shoe.
3. The Indian's home was near the stream.
4. John said it was Tom's knife.

Whose hat is mentioned in the first sentence?
Whose horse is mentioned in the second sentence?
Whose home is mentioned in the third sentence?
Whose knife is mentioned in the fourth sentence?

Notice these two sentences:

Mary had a hat.

Mary's hat is on the table.

In the second sentence the word *Mary* is changed by adding a little mark (') and the letter "s". This is done to show that Mary owns something. The little mark is called an *apostrophe*.

In the second of the sentences at the beginning of the lesson, who *owns* the horse? How is this shown?

In the fourth sentence, who *owns* the knife? How is this shown?

An apostrophe and "s" are added to the name of a person or a thing to show ownership or possession.

In the following sentences, which are the names that show possession?

1. A boy's best friend is his mother.
2. The little elf's house was hid in the trees.
3. I wish I could hear the robin's song.
4. Peter Rabbit's long ears were standing up.
5. Billy has Arthur's bicycle.
6. Arthur has Billy's kite.

WRITTEN EXERCISE:

Write one sentence about each of the following;
be careful to use the apostrophe correctly.

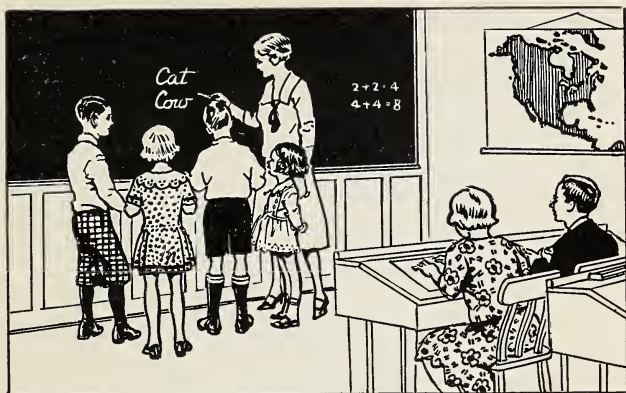
A book that belongs to Dick

A desk belonging to the teacher

An automobile owned by your father

Write three other sentences in which you use
the apostrophe and "s" to show possession. Do not
write about anything which has been mentioned
in this lesson.

Not mighty deeds make up the sum
Of happiness below;
But little acts of kindness
That any child may show.



FIRST DAY AT SCHOOL

76. ORAL COMPOSITION:

THE FIRST DAY AT SCHOOL

Here is a picture of some boys and girls at school.

There are four children at the board. What grade are they in? Is the girl sitting at the front in the same grade? Is this a big city school or a country school?

What are the children at the board learning?

I am afraid that one pupil will not know what the teacher has taught the class. Which one?

Your first day at school was a very important one. Did you go alone? What was your teacher's

name? Where was the school? Did you like school?

Think for a few minutes about what happened. Then tell the class about it.

If you cannot remember your first day at school, perhaps you could tell the class what you remember about Grade 1. You may tell about your teacher, or what you did in school, or about anything you wish.

77. ORAL AND WRITTEN COMPOSITION:

A VERY OLD SCHOOL BOOK

The books which you use in school are very different from those that were used long ago. Over three hundred years ago children used a primer called the *Horn Book*. This name was given to the book because the printed words were covered with thin horn through which one could see. The horn kept the page clean and protected it.

There was only one page in the *Horn Book*. Around the page was a frame with a handle.

At the top of the page the A, B, C's were printed in capital and small letters. Below this were the letters which we call vowels,—a, e, i, o, u. Then came the sound families, such as *ab*, *eb*, which are made by joining a vowel and another letter. Next came a verse from the Bible and the Lord's Prayer.

People were very careful of books in those days. The *Horn Book* had a hole in the handle. A string was put through the hole so that it might be fastened to the belt of the boy or the girl who used the book.

What letters do we call *vowels*? What are the other letters called?

Would you like to learn to read from the *Horn Book*?

Tell in what way your books are different from the *Horn Book*.

How do you know that boys and girls of those days were very careful of their books?

WRITTEN COMPOSITION. Write three sentences, telling in each sentence one way in which your books are different from the *Horn Book*.



78. THE THIRD READER'S STORY

This is the story that the Third Reader told. Read it silently.

Not long ago I was a clean, new Third Reader. How proud I was of my fresh, bright cover and my spotless pages and pretty pictures. But now I am so ashamed of my looks that I hope no one ever opens me again.

Let me tell you what happened to me. When I was only a few weeks old, the boy who owned me left me lying on the ground. He was so interested in his game of marbles that he forgot all about me and left me behind when he went home. It rained all that night, and you can imagine what happened to me. The next morning another boy came along. He did not see me, and stepped right on top of me and trampled me into the mud. I wonder how my owner would like to be treated as I was.

Some boys and girls seem to forget that a book likes to live a long and useful life just as much as a person does. If I had been properly cared for, I might still be almost as good as new. Now everybody thinks I'm just a dirty old Third Reader. I don't think it's fair.

Tell the story of the Third Reader.

79. ABBREVIATIONS

You must have noticed that we do not always write words in full. Sometimes we write them in a short way. If your father's name is Walter Henry Simson, he does not very often write it that way. He will probably write it *Walter H. Simson*

or *W. H. Simson*. If a letter were mailed to him, it would not be addressed *Mister W. H. Simson*. How would *Mister* be written?

What does *Mrs.* mean?

When I went to work this morning, I saw a sign which said *Pine St.* What does this mean? Another street was marked *Linden Ave.* What does this mean?

These short forms are called *abbreviations*. Your teacher will tell you how to pronounce this word.

What punctuation mark is used after each abbreviation?

Make a rule for this new use of the period. Write the rule in your exercise book.

In a later lesson you will learn more about abbreviations.

80. *Is* AND *Are*; *Was* AND *Were*:

REVIEW

Review sections 17, 64.

Read the following sentences in turn, choosing from the words in parentheses the correct word in each case.

Try to give a reason for each choice.

1. We (was, were) thinking about you.
2. The girls (are, is) coming now.
3. When (were, was) you there last?
4. If I (was, were) in your place, I would accept the offer.
5. Charlie and I (is, are) going fishing on Saturday.
6. (Was, were) you waiting there all the morning?
7. Fir or cedar (is, are) usually found growing there.
8. What (is, are) your friend's name?
9. John, Peter, and Frank (were, was) here this morning and Charlie and Gordon (is, are) coming this afternoon.
10. Where there (are, is) a will, there (is, are) a way.
11. Where (was, were) you when the bell rang?
12. Donald and I (were, was) in the library.
13. Whose skates (are, is) lying on this table?
14. How long (was, were) you absent?

81. PRONUNCIATION

The following words, so often mispronounced, are your enemies. You must fight against pronouncing them incorrectly on the playground and at home as well as in the classroom.

The class and your teacher will be pleased to have you report about any one of these enemies which you feel sure you have beaten. If you find

that you have spoken one of them incorrectly, be sure to correct it aloud at once. This will help you to win the fight.

Use each of these words in several oral sentences:

burst—sound the *r*.

fellow—make the last three letters say *low*.

catch—the first three letters say *cat*.

somebody—the last part is the word *body*.

figure—don't forget the *u*.

get—rhymes with *met*.

can—rhymes with *fan*.

just—rhymes with *must*.

such—rhymes with *much*.

picture—make the first syllable say *pick*.

toward—pronounce as if spelled *tord*.

surprise—sound the first *r*.

drowned—has only one syllable.

kept—sound the *t*.

asked—make the *k* do its work.

eleven—this word has three syllables.

perhaps—sound the first syllable like *purrr*. Watch the *h* sound.

suppose—make the first three letters say *sup*.

yes—sound the *s*.

was—sound as if spelled *woz*.

because—make *cause* rhyme with *pause*.



By permission of
The Perry Picture Company
Malden, Massachusetts.

From Painting by Mme. Ronner, 1821-.
Copyright, 1916, by Eugene A. Perry.

A FASCINATING TALE

82. A STORY FROM A PICTURE

Look at the picture on page 108.

Your teacher will give you a few minutes to study it carefully.

This picture has a very interesting name. Ask your teacher to tell you what "fascinating" means. The words *tale* and *tail* sound alike; do you know what each means?

Do the kittens know what is hiding beneath the paper? Does the mother cat know?

Where do you think the mouse came from?

What do you think the cat will do very soon?

Will the mouse get away?

Tell the story which the picture tells you. Work together, and the teacher will write the story on the board.

WRITTEN EXERCISE. Copy the story in your exercise book. Put it down just as the teacher wrote it.



A MEMORY GEM: APRIL

All the world is out in leaf,
Half the world in flower;
Earth has waited weeks and weeks
For this special hour;
Faint the rainbow comes and goes
On a sunny shower.

CHRISTINA G. ROSSETTI

(By permission of Macmillan & Co., Ltd., London.)

This is a poem which paints the gladness of the month of April. Copy this poetry gem in your exercise book.

83. TAKING GOOD CARE OF BOOKS

Do you remember the story that the Third Reader told? (Section 78). I hope that your Reader will never have to tell a story like that.

The care of books is something that every boy and girl should know about. To-day you will talk about it.

Can you tell how to open a new book? If you do not know, the teacher will tell you.

There are many ways in which people treat books badly. Here are some of them which you may talk about:

Wetting fingers to turn pages
Turning down corners to mark the page
Making pencil marks in a book
Putting an open book face down
Handling a book with soiled hands
Leaving a book where the baby can get it

ORAL COMPOSITION. Imagine that you are a book which has been badly used in one of the ways mentioned. Tell your story in the way in which the Third Reader did.

WRITTEN COMPOSITION. The class will make six rules about the care of books. The teacher will write the rules on the board and the class will read them silently. Then the teacher will erase the rules, and you will write in your exercise book as many of them as you can.

84. GAME:

Saw AND Seen

Your teacher will give you slips of paper on some of which she has written the words, "The Circus"; on some, "Grandpa's Farm"; on others, "The Swimming Hole"; and on the remainder, "The Woods."

One corner of the room will be "The Circus; another "Grandpa's Farm", and so on.

Those who have a slip with "The Circus" written on it will go to the circus corner and the others to other corners as their slips will show.

When you get to your corner, shut your eyes and imagine what you would be likely to see at such a place.

When your teacher says "Home", you will all return to your seats and she will then ask questions such as this:

"Where did you go, Frank?"

"I went to Grandpa's Farm."

"What did you see there?"

"I saw a big turkey."

"Have you ever seen a goose?"

"No, I have never seen one."

When you shut your eyes, try to see something really interesting. The class will then all enjoy the game. Remember that the word *seen* needs another word to help it, while the word *saw* does not.

Seen is helped by such words as *have*, *has* and *had*. *It is never used without some helping word.*

85. MEMORIZING A POEM

Would you like to see how quickly you can memorize this little poem about robin redbreast? What have you learned about the best way to memorize a poem? What do you suppose the robin was looking for?

THE ROBIN

When Father takes his spade to dig,
Then Robin comes along,
He sits upon a little twig,
And sings a little song.

Or if the trees are rather far,
He does not stay alone,
But comes up close to where we are
And hops upon a stone.

LAURENCE ALMA-TADEMA

86. GAME:

WHO IS IT?

In this lesson you are to practise speaking and at the same time to play a game. The game may be called *Who Is It?*

The teacher will ask one pupil to come to the front and face the class. This pupil will then describe some boy or girl in the class without mentioning the person's name. The game is to guess which boy or girl is being described. The pupil who guesses correctly takes the next turn and describes some other boy or girl in the class.

Before any pupil is called on, you will be given a few minutes to think what you are going to say. Decide on the person whom you wish to describe. Think carefully and try to tell about this person in such a way that you will give a picture of him in words. Do not use too many "ands".

Use good sentences. Speak clearly and carefully. See if you can describe the person about whom you are talking so that some of the pupils at least will be able to guess correctly.

The teacher will decide who gave the best description.



A BEAR

87. TELLING ABOUT THINGS

Look at the picture of the bear shown above.

Tell about the bear by writing answers to the following questions. Be sure that each answer is a sentence.

Of what animal is this a picture?

Where might you see one?

What is the bear's coat like?

What are its legs like?

What are its ears like?

What has it on the ends of its toes?

What are these for?

What can the bear be taught to do?

Read your story aloud as you have written it.

Your teacher will write on the blackboard questions about one or two of the following list:

An aeroplane

The face of the clock

The school flag

One of the pictures in the classroom

A horse

WRITTEN EXERCISE. Answer the questions by writing complete sentences. Give a proper title to what you have written.

88. ORAL COMPOSITION:

THE DONKEY AND THE SALT

This is the story of a lazy donkey. He tried to make his work easier.

Read the story, and find out whether he succeeded or not.

You will be asked to tell the story.

A merchant was once returning from the sea-shore where he had bought a load of salt. As the donkey which carried the salt was wading across a stream, he stumbled and fell. Much of the salt melted in the stream. To the lazy donkey's joy, his load was much lighter.

Soon they came to another stream. "Ah," thought the donkey, "I shall make my load still lighter!" So he lay down in the stream and rolled over and over. This time so much of the salt was lost that the merchant had to go all the way back to the sea-shore for another load.

As they were walking along, the merchant wondered to himself how he could cure the donkey of his trick. Suddenly he laughed, for he had thought of a very good way to do it.

When they came to the sea-shore, the merchant loaded the donkey with sponges.

"What a light load my master has given me this time!" said the donkey to himself.

Soon they came again to the stream. "I think I shall make my load lighter than ever," said the donkey, and he lay down and rolled in the water.

What a surprise the poor donkey got! His load was now so heavy that he could scarcely walk. The water ran down his sides and made him wet and miserable. "How foolish I was to lie down in the water," thought he. "I shall never do such a thing again."

Once more the merchant returned to the sea-shore and again he bought a load of salt. But the donkey had learned his lesson, and this time he brought the load of salt safely home.

89. CONTRACTIONS

1. I am glad you are here.
I'm glad you are here.
2. I have seen him before.
I've seen him before.
3. He does not like cats.
He doesn't like cats.

Look carefully at each pair of sentences above. You will notice that while there is no difference in meaning there is a difference in form. What is this difference?

In speaking we very often join words together and leave out one or more of the sounds which make up the words. These shortened forms are called *contractions*. What are the contractions in the sentences above? What letters have been left out? What takes the place of these letters?

In writing contractions an apostrophe is used in place of the letter or letters left out.

Of what two words is each of the following contractions made up?

we'll
isn't
wasn't
can't
don't
he's
we've

shouldn't
wouldn't
weren't
haven't
he'll
you'll
there's

Write these contractions in a column. In a second column write opposite each contraction the words from which it is made. In a third column write the letter or letters which have been left out in each case.

90. A STUDY OF A FRIENDLY LETTER

Examine the following letter written by Robert Louis Stevenson to his old nurse:

Edinburgh

—————1871.

My dear Cummy,

I was greatly pleased by your letter in many ways. Of course, I was glad to hear from you. You and I have so many old stories between us that even if there was nothing else, even if there was not a very sincere respect and affection, we should always be glad to pass a nod. I say "even if there was not." But you know right well there is. Do not suppose that I shall ever forget those long, bitter nights, when I coughed and coughed and was so unhappy, and you were so patient and loving with a poor, sick child. Indeed, Cummy, I wish I might become a man worth talking of, if it were only that you should not have thrown away your pains.

For I am not ungrateful, my dear Cummy, and it is with very sincere emotion that I write myself,

Your little boy,

Louis.

What has been left out in the heading of this letter?

Point out the passages in the different parts which show how greatly Stevenson cared for his old nurse. Examine the body of the letter and note the kindly way he writes to her. In fact, he writes as if he were talking to her. This is the best way to write a friendly letter.

91. ABBREVIATIONS:

DAYS AND MONTHS

You have already learned some short forms or abbreviations that are commonly used. What punctuation mark is used after each?

Sometimes the names of the days of the week are written as abbreviations. The list below shows you how they are written.

Sunday	Sun.	Thursday	Thurs.
Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.		

Short forms for the names of the months are also often used. Study this list:

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

Some of the names of the months have no abbreviations. Why?

WRITTEN EXERCISE. After you have studied both the above lists carefully, write a list of the days of the week, and after the name of each write the correct abbreviation. Do the same for the names of the months. Arrange your work in columns in the same way as in the lists above. Do not forget to put the right mark after each abbreviation.

92. STUDYING A STORY

This is a story which has been told for many, many years. The picture on page 121 will help you to enjoy it.

Read the story silently. You will be asked questions about it later.

THE PIED PIPER

Hamelin is a city in Germany. Many years ago the people were greatly troubled by rats. There were thousands of them. They were in the houses, the stores, the streets and the churches. They grew so bold they even fought the dogs and cats.

At last the people went to the mayor of the city. "We are tired of this," they said. "If you cannot get rid of these rats, we shall get rid of you."

As the poor mayor sat wondering what to do, he heard a knock at the door. "Come in," said the mayor.



THE PIED PIPER

In walked the strangest person! His clothes were half red and half yellow. On his head was a very strange hat. He carried in his hand a small pipe, upon which he could make music.

"I am the Pied Piper," the strange man said. "For a thousand pieces of gold, I will rid your town of rats."

The mayor was delighted. "Quickly, quickly!" he cried. "Rid us of our rats and the money shall be yours."

The Piper stepped into the street and began to play a strange tune on his pipe. From all over the city the rats came and followed him. Down to the river he marched, piping as he went. The great army of rats followed him all the way, and when they came to the river, every rat jumped in and was drowned. Not a single rat was left in Hamelin.

The Piper went back to the mayor. "My thousand pieces of gold, please," he said.

"Nonsense!" said the mayor. "I couldn't pay you so much. I will give you ten."

But the Piper would take nothing less than his thousand pieces of gold. "Since you will not give me what you promised, I shall pipe a different kind of tune," he said.

Into the street stepped the Piper, and began to play another strange tune. This time the children from all over the city came running. Down the street and out of the city they followed the Piper. At last they came to a mountain-side and there a great door opened. After they had marched through, the door closed. From that day to this not one of the children has ever been seen.

(Adapted from Browning's poem).

What does *mayor* mean?

Why did the people go to the mayor?

What did they say to him?

Describe the Pied Piper.

What promise was made to the piper?

Tell what became of the rats.

Did the mayor keep his promise?

What happened when he failed to do so?

93. TELLING A STORY

To-day you will tell the story of the *Pied Piper*. Read the story over again. Try to tell things in the *right order*. The teacher and the class will decide on the right order before any one tells the story.

94. PICTURE STUDY

Study the next picture carefully for a few minutes.

What two things would you notice first?

Without looking at the picture, name all the other things which you can remember.

Look at the picture again. How old is the girl? How old is the baby?

As she watches by the cradle, what other work is the girl doing?

Do the two children belong to a rich family? How do you know?

Where do you suppose the mother is?



By permission of
The Perry Picture Company
Malden, Massachusetts.

From Painting by Meyer von Bremen.
Copyright, 1915,
by Eugene A. Perry.

THE LITTLE NURSE

Make up a story telling why the girl was left to look after the baby. Tell how long the mother was away and about her coming home.

Remember your oral composition rules.

95. ORAL COMPOSITION :

THE FOX AND THE STORK

This is another of Aesop's fables. After you have read it, you will tell the story.

A fox one day invited a stork to dinner. He placed before his guest nothing but some soup served in a very shallow plate. The poor stork, with her long pointed bill, got very little to eat. But the fox, lapping the soup up, soon left the plate bare.

"I am sorry," said the fox. "You did not seem to enjoy your dinner. Perhaps you do not like my cooking."

The stork said nothing—but went quietly home.

A few days later the stork asked the fox to dinner at her home.

When Reynard arrived, he saw that the meal had been served in a tall, narrow-necked dish. While the stork could easily eat from this, the fox was unable to get any food from it. He left the table, having eaten even less than the stork had eaten at his home.

Though hungry and cross, the fox could say nothing, for he knew that he had been treated just as he deserved.

96. WRITING A PLAY

This is fine fun. You will form six groups. Each group will plan a little play of a few sentences dealing with one of the days of the week.

One pupil in each group may be chosen as leader. This pupil will take the part of Mother.

Mother is busy around the house, as usual. The *Sunday Play* might be like this,—

“Mother, this is one day of the week when you should try to rest. We shall do the work that must be done. You lie down and rest before we go to church.”

“How thoughtful of you, children! I am rather tired with the work of the last week and shall enjoy the chance for a little extra rest.”

“After we have washed the dishes, may we take a few flowers to dear old Mrs. Perry down the street? It would make her very happy, wouldn’t it, Mother?”

“Yes, children. That is a lovely way to spend Sunday,—bringing happiness to the sick.”

In the same way, you may plan short plays for the remaining days of the week.

After the different plays have been planned, you may learn your parts. Then you will act your plays.

Be careful to do your part well.

Speak so that the whole class may hear you without any difficulty.

If you wish, take two or three language periods for your plays.

The teacher will decide which group had the best play.



97. POEM STUDY:

HIAWATHA

Here is a little poem which tells how a little Indian boy called Hiawatha learned to know the animals. Listen while the teacher reads the poem to you. Does it sound like any poem which you have had already?

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

H. W. LONGFELLOW

Do you like the sound of the lines in this poem?
Do they *rhyme* as in the other poems which you
have read?

Read aloud the lines which tell how Hiawatha
learned about the birds. Read aloud the lines
which tell how he learned about the animals. Why
did he call the birds "Hiawatha's Chickens"? and
the animals, "Hiawatha's Brothers"?

Have you ever seen any of the animals which
Hiawatha learned about?

This is only a small part of a long poem written
about Hiawatha by the poet, Longfellow. You may
be able to find this poem in your school library.

There's so much good in the worst of us,
And so much bad in the best of us,
That it ill becomes any of us,
To talk about the rest of us.

98. CONVERSATION :

KINDNESS TO ANIMALS

This is a story of a boy who was cruel to animals. Read it and find out what happened to him. After you have read the story, the class will talk about it.

BENNY IN BEASTLAND

This is the story of a little boy called Benny. He was a cruel boy, and threw stones at all the dogs, and cats, and birds that he saw. The dogs would not play with him, but ran away when they saw him. The cats climbed up trees or over the fence when he came in sight. The birds all flew away when he came near.

One day a poor dog passed in front of Benny's house. The dog was very tired and hungry. Not knowing Benny, he stopped as if he would ask for a bone or a piece of bread. But Benny picked up a big stone and threw it at him and broke the poor dog's leg. Then Benny ran away and hid to keep from hearing the dog howl with pain.

That night Benny could not sleep. He covered his head with the bed clothes. He shut his eyes tight and put his fingers in his ears. But he could still see the poor dog and hear his pitiful cries. After a while, as he lay still in bed, he heard a scratching outside. Looking up, he saw a big dog climbing in at the window.

"What do you want?" he asked.

"I have come to take you to Beastland," said the dog.

Then the dog took a rope out of a bag which he carried, and tied poor Benny hand and foot. Throwing him across his back, he went out of the window, out of the yard, and away up the side of a steep mountain. At last they came to a land where only animals lived.

The big dog that carried Benny took him to the Court House. Soon Benny was brought before Judge Lion. All the dogs and cats that Benny had stoned, and all the birds that he had killed were there. Poor Benny trembled as he heard them tell the judge of his cruelty.

At last the judge said, "Tie a tin can to him and chase him through the town." Then the big dog tied a great tin can to Benny's foot. All the dogs and cats chased him and chased him until he was chased out of Beastland and right into his own little bed. He woke with a start and cried: "My, but that was an awful feeling!" He was kind to animals ever afterwards.

(Adapted from "WORTH WHILE STORIES",

by Lawton B. Evans)

(By permission of Milton Bradley Co.)

99. A MEMORY GEM

He prayeth well who loveth well
Both man and bird and beast.
He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us
He made and loveth all.

SAMUEL T. COLERIDGE

GRADE FOUR

100. POEM STUDY:

THE UNION JACK

'Tis thy flag and my flag, the best of flags on earth—
Oh, cherish it, my children, for 'tis yours by right of
birth.

Your fathers fought, your fathers died to rear it to the
sky;

And we, like them, will never yield, but keep it flying
high.

'Tis thy flag and my flag—there's not a wind that blows
To stir the tropic waters or to sweep the Arctic snows,
But spares a breath to wave anew the flag that's never
furled,

The Union Jack, my children—'tis the envy of the world!

'Tis thy flag and my flag—across the ocean wide
Our kinsmen look upon it with a thrill of love and pride;
It speaks to them in distant lands, wherever they may
roam,

Of honour, faith, and freedom bright, of country, King,
and "Home."

'Tis thy flag and my flag—dark millions own its sway,
And know that 'neath its ample folds their night is
turned to day.

With us they join in heartfelt prayer, ascending to the
sky,

That God will bless the dear old flag and keep it flying
high.

EDWARD SHIRLEY

(By permission of Thomas Nelson & Sons Ltd.)

Listen carefully while the teacher reads the above poem.

Examine carefully the picture of the flag facing page 131. How many crosses are there in our flag? When do you raise your school flag? When do you lower it?

What does the poem mean by, "'Tis yours by right of birth"?

What is meant by "Across the ocean wide, our kinsmen look upon it, etc."?

Why is it "the flag that's never furled"?

Who are "the dark millions who own its sway"?

Read the poem in unison.

Draw in colour a picture of the Union Jack.

On Empire Day one of your class should recite *The Union Jack*.

101. VACATION STORIES

At the beginning of last year you told the class about something interesting that you did during your vacation. This year you will do the same. You have learned many things about telling stories, so you should do much better than you did when you were beginning Grade 3.

Do you remember the oral composition rules that you learned? The class will review them before any stories are told. Make your story short.

102. THE "AND" HABIT

When you do a thing very often, you form a habit. Some habits are good and some are bad. If you clean your teeth every morning and night, you will soon form a good habit. Many boys and girls use the word *and* a great deal more than they should. That is a bad habit.

Read these sentences, leaving out the *and*'s:

Jack went down town and he was gone over an hour.
Mary takes music lessons and she is getting on very well.

I read a story yesterday and it was very interesting.

We found them after a while and we were very glad to see them.

Milk is good for us and we should drink plenty of it.

We started early next morning and we hurried as fast as we could.

Bob was late for school to-day and he was late yesterday, too.

Margaret is David's sister and she is younger than he.

I told him he was cross and he said that he would tell the teacher.

Kenneth is eight years old and he is in Grade 3.

Billy White told Grade 3 a story about his dog Snap. It was an interesting story but the class thought that Billy had made one bad mistake. Read the story over carefully. Try to find out how Billy could have done better.

One day I was walking along the street with my dog Snap and he saw a big black cat and as soon as he saw the cat he began to chase it and he chased it into Mrs. Allan's back-yard and the cat ran into the house and Snap ran right after it.

Read the story again, leaving out the *and*'s. Doesn't it sound better?

Copy the story in your exercise book. Leave out the *and*'s.

And is a very useful word, but you should not use it too often. Here is something else to remember.

Don't get the *and* habit.

103. *Did* AND *Done*

Read the following sentences, filling the blanks with *did* or *done*:

1. I——my best; no one could have——more.
2. I had——only half of my work when the telephone rang.
3. I have——them all; they are the hardest I ever——.
4. As they had——no work, they received no pay.
5. Could you not have——this before?
6. Has he not——his work well?
7. It has——him a great deal of good.
8. If you——your best, I am satisfied.
9. I would gladly have——that for you.
10. Had you——your work, you would not have been kept in after school.

If you have time, your teacher will ask you to write these sentences in your exercise books.

104. STUDY OF A STORY

Have you ever seen a red-headed woodpecker as he *tap-tap-tapped* at a tree? What was he doing as he worked away so busily?

This story tells you about the first red-headed woodpecker. Read it silently. Be ready to answer questions about the story.

THE RED-HEADED WOODPECKER

There was once an old woman who lived on a hill. You never heard of any one smaller or neater than she was. She always wore a black dress and a large white apron with big bows behind. On her head was the queerest little red bonnet that you ever saw.

It is a very sad thing to tell, but this woman had grown very selfish as the years went by. People said this was because she lived alone and thought of nobody but herself.

One morning as she was baking cakes, a tired, hungry man came to her door. "My good woman," said he, "will you give me one of your cakes? I am very hungry. I have no money to pay you, but whatever you first wish for you shall have."

The old woman began to think of all the things she could wish for. But she looked at her cakes and decided that they were much too large to give away.

She broke off a small bit of dough and put it into the oven to bake. When it was done, she thought that it, too, was too large, nice, and brown for a beggar. She baked a smaller one and then a smaller one, but each one when it was done was as large, nice, and brown as the first. At last she took a piece of dough only as big as the head of a pin; yet even this, when it was baked, looked as large and fine and brown as the others. She thought how good it would taste, and she could not make up her mind to give it away. So the old woman put all the cakes on the shelf and offered the stranger a dry crust of bread.

The poor man only looked at her and before she could wink her eye he was gone. She knew now that she had done wrong and, of course, she was unhappy. "Oh, I wish I were a bird!" she cried. "I would fly to him with the largest cake on the shelf." As she spoke, she felt herself growing smaller and smaller until the wind whisked her up the chimney.

She was no longer an old woman but a bird, for she had her wish and her punishment. She still wore her black dress and red bonnet. She still seemed to have the large white apron with the big bows behind. But from that day on, she had always to peck her food from the hard wood of trees. And people call this bird, which was once a little old woman, the red-headed woodpecker.

FLORENCE J. COOK: *Nature Stories and Myths* (adapted).

(Used by permission of the A. Flanagan Company).

What did the old woman look like?

Do you think you would have liked her? Why?

What did the man promise the old woman if she gave him one of her cakes?

Tell about the different cakes that she baked.

What did the old woman at last give the man?

Tell about her punishment.

SONG FOR A LITTLE HOUSE

I'm glad our house is a little house,
Not too tall nor too wide:
I'm glad the hovering butterflies
Feel free to come inside.

Our little house is a friendly house,
It is not shy or vain;
It gossips with the talking trees,
And makes friends with the rain.

And quick leaves cast a shimmer of green
Against our whited walls,
And in the phlox, the courteous bees
Are paying duty calls.

CHRISTOPHER MORLEY

(From "*Chimneysmoke*" by Christopher Morley. Copyright
1921 by Doubleday, Doran and Company, Inc.)

105. CAPITAL LETTERS:

IN TITLES

You probably know what is meant by the *title* of a book or story; if not, your teacher will tell you. Here are the titles of some of the stories in this book and of some books which you may have read:

How the Wren Became King of the Birds
The Donkey and the Salt
Alice's Adventures in Wonderland
A Child's Garden of Verses

You will notice that the first word in every title begins with a capital letter.

In the first title what other words begin with capitals? Which words do not begin with capitals?

Look at the other titles. Find the words which begin with capitals and those which do not.

Write this rule in your exercise book along with the other rules which you have had for the use of capital letters:

The first word and every other important word in the title of a book, story, poem, or picture should begin with a capital letter.

Listen closely while the teacher reads the poem to you.

WISHING

Ring-ting! I wish I were a primrose,
A bright yellow primrose blowing in the spring!
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the elm-tree for our King!

Nay, stay! I wish I were an elm-tree,
A great, lofty elm-tree, with green leaves dancing
gay!

The winds would set them dancing,
The sun and moonshine glance in,
And birds would house among the boughs,
And sweetly sing!

Oh—no! I wish I were a robin,
A robin or a little wren, everywhere to go;
Through forest, field or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs
To ruffle up our wing.

Well—tell! Where should I fly to,
Where go to sleep in the dark wood or dell?
Before a day was over
Home comes the rover,
For mother's kiss,—sweeter this
Than any other thing!

WM. ALLINGHAM

(Acknowledgment is made to Mrs. Allingham.)

Read the poem silently. Try to find the reason given in the stanzas why any one should wish to be

a flower, a tree, a bird. Give these reasons in your own words.

What does the last stanza say is better, after all, than the coming true of any of the wishes?

What do you think is meant by winter's "icy thumbs" in stanza three?

Notice the words which begin the first line in each stanza. What punctuation mark follows them? How should we say these words when reading the poem?

Choose three pupils from the class to read aloud the three wishes. One will read the first stanza, one will answer with the second stanza, and one with the third. The whole class will read in unison the last stanza as an answer to the three wishes. Try to bring out the meaning of the lines by the way you read each stanza.

Have one of the best readers read the whole poem to the class.



108. GOOD MANNERS

Everyone admires the boy or the girl who is well-mannered.

Here are some questions on good manners for you to answer and to talk about. If you wish, you may do some acting to show that you know the correct thing to do in each case.

1. What should you do in passing in front of anyone?

2. What do you say when you wish to be helped to something at the dinner table?

3. Do you know what to say when you are introduced to someone?

4. What should a boy do when he meets a lady whom he knows?

5. What should you say when you wish to leave the dinner-table before the others have left?

6. A number of people are talking. One of them says something with which you do not agree. What do you say?

7. Your mother is talking to several visitors. You wish to call her to the telephone. What do you do and say?

8. You wish to do something but you are not sure that you will be allowed. How do you ask?

9. Someone has lent you a book. What do you say on returning it?



From Painting by Renouf, 1849.
Copyright, 1924,
by Eugene A. Perry.

A HELPING HAND

By permission of
The Perry Picture Company
Malden, Massachusetts.

109. STUDY OF A PICTURE

Look at the picture on page 144. The teacher will give you a few minutes to study it carefully.

What kind of day is it? How do you know?

What does the man do for a living? Why do you think so?

Is the man the little girl's father?

Notice the hat which the man is wearing. Did you ever see one like it? Ask your teacher to tell you about the hat.

Look at the man's face; what kind of man do you think he is?

Look at the different things in the boat. See if you can tell what each is used for.

The teacher and class will talk about the name of the picture. Do you think the name is a good one?

Do the people in the picture live in Canada? How do you know?

110. GAME:

Was AND Were

This game will help you to use *was* and *were* correctly. You may appoint captains and choose sides. The sides will stand in two rows.

The first pupil on one side will say something like this, "The horse was lame."

The first pupil on the other side will answer, "The horses were lame."

The next pupil in the first row may say, "The tree was very tall."

The answer will be, "The trees were very tall."

Play the game as long as your time allows.

One point is lost for each mistake made.

Was is used when we are speaking of *one* person or thing.

Were is used when we are speaking of *more than one*.

111. CHOOSING THE RIGHT WORD

Copy these stories, putting in each blank any word that will make sense. Do not use more than one word for each blank.

1. One——morning, Billy set out for——. When he——there, he found Dick and Kenneth—— for him.

"Let us——ball," said Dick.

"Did you——your bat?"——Billy.

"No, I——it at——."

2. There was once an old——who had a big—— dog. Everywhere his——went, the dog wanted to ——too. One day the——fell into a river. He could not——so the——jumped in and pulled him—— by his boot.

Draw a picture of the man, the dog and the man's boot.

112. ORAL AND WRITTEN COMPOSITION:

WINTER OR SUMMER

Some boys and girls live where it is summer all the year round. They can never skate, or go coasting, or build snow forts. Other children live where there is little or no summer. They miss the many pleasant things which summer brings us. Canadian boys and girls are fortunate. They can have all the joys of both winter and summer.

Which do you like better, winter or summer? Think of all the reasons for your choice. Some of the class will tell why they like winter better. Others will tell why they think summer is better.

WRITTEN EXERCISE. In your exercise book write three reasons why you like one season better than the other.



113. POEM STUDY

PIPPA'S SONG

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His heaven—
All's right with the world!

(ROBERT BROWNING: from *Pippa Passes*)

The little Italian girl who sang this song worked every day in a silk mill. She did not go to school as you do, nor did she have any time for play. In all the year Pippa had just one holiday. This is the song that she sings as she goes out in the early morning of her holiday.

Do you think Pippa was happy?

What season of the year is described in the song?

What is meant by *the hillside's dew-pearled*?

Why does Pippa say that everything is all right with the world?

Learn this song until you can recite it well to the class.

114. *Doesn't* AND *Don't*

Read each of these sentences aloud together several times:

1. He doesn't know his spellings.
2. She doesn't write well.
3. Tom doesn't study his memory work.
4. Marjorie doesn't like to play with dolls.
5. It doesn't seem to be right.
6. We don't play marbles in winter.
7. They don't like bananas.
8. I don't remember what he said.
9. You don't skate as well as Fred.

Study these sentences. You and your teacher will talk about the right way to use *doesn't* and *don't*.

The pupils will take turns in giving oral sentences in which *doesn't* and *don't* are used. Make some of your sentences ask questions.

Write five sentences in which you use *doesn't* and five in which you use *don't*. Some of your sentences should be questions.

Be careful to begin and end each sentence properly.

Back of the loaf is the snowy flour ;

Back of the flour is the mill ;

Back of the mill are the wheat and the sower,

The sun and the Father's will.

115. CONTRACTIONS

In section 89 you had a lesson on *contractions*. Read it carefully again. In your exercise book write the following pairs of words in a column. In another column write opposite each pair the correct *contraction*.

they will

I will

she will

we will

are not

you have

they have

who is

he is

we are

you are

they are

are not

shall not

will not

has not

what is

that is

here is

how is

there is

where is

In the first lesson on contractions you learned that an apostrophe is written where letters are left out. Look carefully over your list to see if you have put in an apostrophe in every place where one should be used. If you have made any mistakes you will, of course, want to correct them yourself before some one else has to do it for you.

A good name is rather to be chosen than great riches.

Book of Proverbs.

116. THE PARTS OF A FRIENDLY LETTER

To-day you will learn about the parts of a friendly letter. Turn to section 19, and read the letter written by Ray Brown. Ray's letter was written to a friend, so it is called a *friendly* letter. Later you will learn that there are other kinds of letters.

There are several parts in Ray's letter:

1. In the upper right corner we find the address of the person who is writing the letter; under this we have the date. These two—the place and the date—give us the *heading*.

2. A little below this and at the left margin is written the name of the person for whom the letter is intended. In his letter Ray wrote *Dear Frank*. This part of the letter is called the *salutation*.

3. Then comes the main part of the letter. This is called the *body*. Notice where the body of Ray's letter begins.

4. At the end of the letter, just before the name of the writer, is the *complimentary ending*. The complimentary ending of Ray's letter is *Your friend*.

5. Last of all comes the name of the person who wrote the letter. This is called the *signature*.

The names of these five parts are not easy to remember, so you will need to study them carefully.

Turn to Bessie Long's letter in section 33 and practise naming all the parts.

117. PRONUNCIATION

It is very important that we should pronounce our words correctly.

Practise pronouncing clearly the words in the lists given below. The teacher will give you the correct pronunciation in each case.

1. In this list the letter *a* is sounded like *a* in *car* or *hard*.

garden

calf

palm

salve

calm

vase

half

rather

Father would rather have a new car

You will take turns in using the above list of words in oral sentences. Use each word a number of times, watching your pronunciation.

2. In this list be careful of the *h* sound. Say each word after your teacher. First, you will pronounce the words in turn; then you will say them together.

whistle

whether

wheat

where

wheel

white

which

whither

who

why

wherefore

whom

when

what

whose

Use the above words in oral sentences. Show that you have learned to pronounce them correctly.

1. Practise pronouncing the following words distinctly. The teacher will pronounce each word and the class will say the word after her. Be careful to say each syllable.

rewarded

decided

listened

reported

mended

prevented

painted

expected

succeeded

taken

broken

spoken

chosen

frozen

counted

added

divided

copying

kindness

water

2. Practise sounding the final *t* in:

kept

slept

wept

crept

left

act

tempt

Use these words in oral sentences.

3. In the words below, the final *ed* has the sound of *t*. Pronounce these carefully:

talked

matched

slipped

baked

reached

soaked

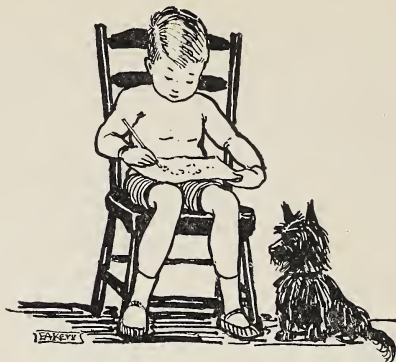
mocked

scratched

looked

fetched

These words should be used in oral sentences.



118. THE HEADING OF A LETTER

Do you remember the five parts of a friendly letter?

To-day you will learn more about the *heading* of a letter.

What does the heading tell you?

Look closely at the following headings:

- | | |
|-----------------|---------------------|
| 1. Vernon, B.C. | 2. 106 Jasper Ave., |
| Nov. 30, 1936. | Edmonton, Alta. |
| | May 10, 1937. |
| 3. The Oaks, | |
| Victoria, B.C. | |
| June 4, 1937. | |

Where was the first letter written? When was it written? What punctuation marks are used in writing the address? Notice the punctuation marks used in writing the date.

The class will study carefully each of the three headings just given. Be ready to answer any questions about them.

WRITTEN EXERCISE. (1) Write the heading which you would use if you were writing a letter to-day. (2) Suppose that your address is 210 Crescent Street, Calgary, Alberta, and that the date is July 5, 1937. Write the heading. (3) If your address were 1918 Pelly Street, Regina, Saskatchewan, what heading would you write for a letter written on Dominion Day of this year?

119. THE COMMA:

IN SERIES

You have learned that when we write we use punctuation marks to help to make our meaning clear. Notice these three sentences:

1. The birds bees flowers and trees enjoyed the bright sunshine.
2. We met Tom Phil and Bob.
3. This morning we studied language arithmetic and spelling.

We could make the meaning of each sentence clear by using *and* a number of times. Then the first sentence would read like this:

The birds and bees and flowers and trees enjoyed the bright sunshine.

What do you think is wrong with this sentence?

Instead of using *and* so often, we use a mark called a comma (,). The first sentence should be written in this way:

The birds, bees, flowers, and trees enjoyed the bright sunshine.

The teacher will write the second and third sentences on the blackboard and the class will decide how they should be punctuated.

Notice the following sentences:

1. Men and women came running.
2. Men, women, and children came running.
3. Mary brought her exercise book and pencil.
4. Mary brought her exercise book, pencil, and pen.
5. Mary brought her exercise book, pencil, pen, and ruler.

You will see that in the first and third sentences only two things are mentioned. These are joined by *and*, but no comma is used. In the second, fourth, and fifth sentences, more than two things are mentioned. How many times is *and* used? Where are commas used?

Sometimes the word *or* is used instead of *and*.

Ted, Marjorie, or Mabel will go with me.

The comma is used just as if *and* were the joining word.

WRITTEN COMPOSITION. Write the following sentences in your exercise book. Put in commas where they are needed.

1. Dominion Day Labour Day and the King's Birthday are holidays.
2. The colours of the flag are red white and blue.
3. Ice cream and candy were given the children.
4. When we come to a railway crossing, we should stop look and listen.
5. Margaret Ethel or Kathleen will water the plants.
6. He took the letter read it and put it in his pocket.
7. Horses and cattle grazed in the field.
8. Horses cattle and sheep grazed in the field.

120. THE SALUTATION OF A LETTER

Read the following letter silently; notice each of the five parts.

Ladner, B.C.

Aug. 16, 1937.

Dear Uncle Jack:

I am writing this letter to thank you for the book which you sent me on my birthday. I have always liked stories about the sea, and I am sure I shall like *Treasure Island*. Although I have just begun to read it, I can hardly lay it down. Sister Winnie has a book of poems by the same author.

Mother asks me to say that she will write to you in a few days.

Your affectionate nephew,

John Barton.

What does the heading of this letter tell you?
To whom was the letter written?

How does John Barton address his Uncle Jack?
This is the *salutation*.

Look carefully at the following salutations:

- | | |
|---------------------|------------------------|
| 1. Dear Father, | 4. Dearest Sister, |
| 2. Dear Mrs. Brown, | 5. My dear Mother, |
| 3. My dear Tom, | 6. My dear Miss Allen, |

You will notice that all the words are spelled with capitals except the word "dear" in 3, 5 and 6. The same word is spelled with a capital in other places. Can you explain why there should be this difference?

What punctuation mark follows each salutation?

Some people prefer to write a comma and a dash (—) after the salutation, thus: Dear Tom,—

WRITTEN EXERCISE. Write salutations for letters to the following:

- | | |
|--------------------------|---------------------------|
| Your friend, Harry Blake | Your mother |
| Your teacher | Your sister |
| Your cousin | Any other person you wish |

121. THE EXCLAMATION MARK AFTER COMMANDS

You will remember that we saw in an earlier lesson that a sentence which expresses *strong feeling* is followed by an exclamation mark. The class will give a few such sentences.

To-day we will learn about another kind of sentence which is followed by an exclamation mark.

1. Hats off, the flag is passing by!
2. The conductor called, "All aboard!"
3. John, come home at once!
4. Rover, stop your barking!
5. Charge for the guns!
6. Forward, march!

Each of the above sentences gives a *command*.

An exclamation mark is put at the end of a sentence which expresses a sudden, sharp command.

Find in your Readers five sentences which are followed by exclamation marks. Do these sentences express strong feeling or do they express a command?

122. THE ENDING OF A FRIENDLY LETTER

When we have finished the *body* of a letter, we bring the letter to a close by some pleasing form of ending. Then follows the name of the person who is writing the letter.

John Barton's letter in section 120 ended as follows:

Your affectionate nephew,
John Barton.

Your affectionate nephew is called the *complimentary ending*. What punctuation mark follows it?

Notice that only the first word of the complimentary ending begins with a capital.

The complimentary ending begins about half-way across the page.

Last of all comes the *signature*, that is, the name of the writer.

WRITTEN EXERCISE. See on page 161 the salutations of several letters. Write the complimentary ending for each letter. The class may work together and the teacher will help you. The forms will first be put on the board, then will be copied in your exercise book. Your work should be done in this way:

Salutation

Complimentary Ending

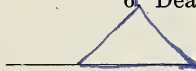
1. My dear Uncle Jim,
2. Dear Tom,

1. Your affectionate nephew,
Harry Arthurs.
2. Your sincere friend,
Walter Adams.

Be careful in your use of capitals and punctuation marks.

1. Dear Jack,
2. Dearest Mother,
3. Dear Father,

4. My dear Teacher,
5. Dear Aunt Eunice,
6. Dear Grandfather,



MARCH WIND

It gaily roars the livelong day!
It blows the fallen leaves away,
It whips the clothes upon the line
And snatches hats. "Oh, there goes mine!"



123. ORAL COMPOSITION

In your last picture study you learned about the picture called *The Helping Hand*. You talked about the little girl who tried to help her grandfather with his work.

Could you tell the class a story about being helpful to older people? The story may be about something that really happened, or you may make up a story of your own. The story you tell does not need to be a long one.

If you wish, you may tell a story about one of the following:

How the Boys Split Wood for the Old Lady
Cleaning up the Back Yard
Minding the Baby
Doing Some Shopping for Mother
How I Helped When Mother was Tired
Running an Errand

124. THE COMMA IN ADDRESS

To-day you will learn about a second use of the comma. You will learn about the *comma in address*.

1. Edward, please close the door.
2. Bring me the book, Jack.
3. Give me of your bark, O Birch Tree!
4. Boys, please come in now.
5. I hope, Janet, that you will do your best.
6. I am afraid, grandfather, that I have lost your knife.

Who is addressed, or spoken to, in the first sentence? Who or what is addressed in each of the other sentences?

In the first four sentences you will notice that the name of the person or thing addressed is set off or separated from the rest of the sentence by a comma. In each case the name comes at the beginning or the end of the sentence.

The fifth and sixth sentences are a little different. In these the name of the person addressed comes in the middle of the sentence. How many commas are used?

The name of a person or a thing addressed should be separated from the rest of the sentence by a comma or commas.

Write this rule in your exercise book.

Write these sentences in your exercise book. Place commas where they are needed.

1. Bring your books here William.
2. Polly put the kettle on.
3. My fairest child I have no song to give you.
4. Don't you think Donald that it is time to go to bed?
5. Go lovely rose.
6. Let us go after the cows Rover.
7. Can't you see Peggy that you were wrong?

8. Come with me pretty lamb and play.
9. Little star how I wonder what you are.
10. I am ready my king to do your bidding.

125. GAME:

Than He

The teacher will ask one of you who is not very tall to come to the blackboard and make a chalk-mark as high as possible on the board.

Then another pupil will be asked to do the same.

The class will act as judges.

The first pupil will ask the class, "Did I mark higher than he?" (or she). The class will answer together, "No, you did not mark higher than he."

Then the second pupil will ask the question, "Did I mark higher than he?" (or she), and the class will say, "Yes, you did mark higher than he."

Two other pupils will then be asked by the teacher to come to the blackboard and the game continues.

If the pupils at the board make marks of the same height, the class will reply, "You marked as high as he but not higher."

Be careful to say your questions and answers correctly because the game is played that way only.

Read these sentences aloud together a number of times:

1. I am taller *than he*.
2. Mary can run faster *than she*.
3. He did it better *than she*.
4. I came earlier *than he*.
5. Billy was more tired *than he*.
6. He is older *than I*.
7. Mary writes better *than I*.
8. We are stronger *than they*.
9. Who should be happier *than they*?

126. ABBREVIATIONS

What is the abbreviation for the name of the province in which you live?

How would you write your own name in a shortened form? Several of you may do this on the blackboard.

This list gives some common abbreviations. Some of them you have had before. Learn those that are new to you.

Doctor	Dr.	Company	Co.
Esquire	Esq.	Street	St.
Forenoon	A. M.	Avenue	Ave.
Afternoon	P. M.	Reverend	Rev.
Mister	Mr.	Post office	P. O.
Mistress	Mrs.	Number	No.

United States of America U.S.A.

Although Mrs. is contracted from Mistress, it is now usually pronounced "Misiz".

There are also several abbreviations which are commonly used in arithmetic. How many of these have you learned?



127. A HALLOWE'EN STORY

It was Hallowe'en. Mr. Brooks sat reading before a cheerful fire. His book was interesting, and his thoughts were carried far away. Suddenly he heard at the window, "Tick! Tack!" Jumping up, he rushed to the window, and—

What do you think happened? See how well you can finish the story. Think of all the interesting things that might happen on Hallowe'en, and make your story as interesting and exciting as you can.

128. MEMORIZING A POEM:

THE WITCH

In what month and on what day of the month does Hallowe'en come? It used to be called All-Hallows' Eve. *Hallows* was the old name for *saints*. So All-Hallows' Eve was the evening before All Saints' Day. We now speak of it as *Hallowe'en*.

Many teachers have Hallowe'en parties for the children about this time. Did you ever make a Jack-o'-Lantern for Hallowe'en night? A good one may be made from a pumpkin. On Hallowe'en night witches and fairies and pixies are said to be abroad. Perhaps your teacher will have you decorate your class-room with pictures of these. Do you know any good games to play at a Hallowe'en party?

Learn this little poem by heart so that you may be able to recite it at a Hallowe'en party.

THE WITCH

I saw her plucking cowslips,
And marked her where she stood,
She never knew I watched her
While hiding in the wood.

Her skirt was brightest crimson,
And black her steeple hat,
Her broomstick lay beside her,
I'm positive of that.

Her chin was sharp and pointed,
Her eyes were—I don't know—
For, when she turned towards me—
I thought it—best to go.

PERCY H. ILOTT.

(Acknowledgment is made to the author.)

He that is slow to anger is better than the mighty;
and he that ruleth his spirit than he that taketh a city.

The Bible



129. A CLASS NEWSPAPER

All boys and girls in Grade 4 know what a newspaper is. How would you like to write a class newspaper of your own?

The Grade 4 pupils of the Merryvale School wrote such a paper. This will give you some idea of what it was like:

THE GRADE 4 RECORD

Merryvale, B.C.

Jan. 1, 1937.

CLASS NEWS

Billy Black was away from school all last week because he was ill. We are glad to see him back again.

Row 1 had the best spelling last week.

Our attendance has been very good this week. No one has been absent and no one has been late.

The boys are going for a hike next Saturday. They are planning to go to Grassy Lake.

Alice Morton stood first last month. Good for you, Alice!

The same paper had a short story written by one of the boys and a little poem which one of the girls had written.

You may all work together and prepare a paper something like the above. See how much like a real newspaper you can make it.

What do you think would be a good name for your paper? The class will decide on the name which they like best.

The teacher will write on the board what you decide to put in your paper. Copy in your exercise book what she writes.

How would you like to have a paper like this each month? You may choose several boys and girls to prepare next month's paper. A different group should be chosen each month so that all may have a turn. Of course, the whole class will need to help those who are chosen. You might see who can write the best stories and poems for the paper.

Some schools have their papers typewritten and posted up in the classroom so that everybody may read them. You might do this and then decide at the end of the term which month's paper was best.

130. *Right AND Write:*

REVIEW

Read the following sentences in turn, choosing from the words in parentheses the correct word in each case.

Try to give a reason for your choice.

Review section 67.

1. Come (write, right) in, gentlemen, and (right, write) your names in the Visitors' book.
2. Sunday is the first day of the (weak, week).
3. The poor child looked pale, thin and (week, weak).
4. (Their, there) is no place like home.
5. A giant once lived (there, their).
6. We watched a pair of robins building (there, their) nest.
7. I must (right, write) a letter to Aunt Mary this (week, weak).
8. Do you think, at your age, it is (write, right) ?
9. (There, their) was a fine dinner waiting for us when we arrived at (their, there) house.
10. Although at first he was so (week, weak) that he could scarcely stand, after a (week, weak) or two at the sea-side he became quite well again.

A FAIRY SONG

Where the bee sucks, there suck I.
In a cowslip's bell I lie;
There I couch, when owls do cry.
On the bat's back I do fly
After summer merrily.
Merrily, merrily shall I live now
Under the blossom that hangs on the bough.

SHAKESPEARE

131. CHOOSING THE RIGHT WORD

The following stanzas are from different poems. You will notice that a number of the words have been left out. Below each stanza you will find a list of all these words. This is an exercise to find out how well you can choose the most suitable word, that is, the word that fits best.

Copy each stanza in your exercise book, filling in the blanks with the proper words chosen from the list of words below.

1. A mouse found a——piece of plum-cake,
The richest and——that mortal could——;
'Twas heavy with citron and——with spice
And covered with——all sparkling as——.

sugar

fragrant

ice

beautiful

sweetest

make

What is citron? Where do spices come from?

Write a list of other things that may be put into a cake.

2. O Sally Brown, O Sally Brown!
How could you——me so?
I've met with many a——before,
But never such a——.

breeze

serve

blow

What sort of man do you think said this?
Would it be a soldier, a tailor, a sailor, a miller, or
a farmer?

132. THE APOSTROPHE:

REVIEW

What two uses of the apostrophe have you learned?

In some of the following sentences, the apostrophe is used to show possession. In others, it is used in place of a letter or letters left out, that is, in a contraction. Pick out the words which show possession and also the contractions.

1. We're going to the circus on Saturday.
2. They've broken Bruce's sleigh.
3. Why weren't Ted's spellings right?
4. That's what I'd like to know.

WRITTEN COMPOSITION. In the following sentences the apostrophes have been left out. Write the sentences in your exercise book, putting apostrophes where they are needed. Work carefully; in every case think why you are using the apostrophe.

WRITTEN COMPOSITION

1. Youve forgotten your pen.
2. Its too bad that Jacks father is ill.
3. Bobs bicycle isnt as good as Harrys.
4. Were going to visit Franks uncle.
5. Hes a very good skater.
6. Youll bring your bat, wont you?
7. Dont you hear the birds in the trees?

8. The birds nest was blown out of the tree.
9. Alice wasnt there; she couldnt come.
10. Cant you hear the larks song?

133. *Buy* AND *By*

Write these sentences in your exercise book, filling in the blanks with either *buy* or *by*.

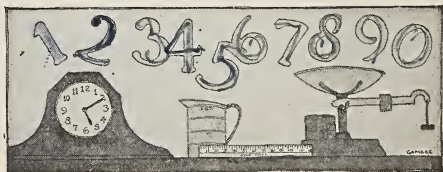
Remember that *buy* means to *pay for* so that one may own. In all other cases we use the word *by*.

1. How many dozen can I——for one dollar?
2. If I——this coat I shall have no money left,
3. I live in a house——the road-side.
4. They lived in days gone——.
5. Do you——these——the dozen?
6. His car stood——my father's.
7. He did not——it at the store.
8. We stood——while he did the work.
9. Fred drove——at great speed.
10. He succeeded——working hard.

Is every word which you have written in this exercise spelled correctly?

Have you remembered the punctuation?

Do your sentences all begin with capitals?



134. WRITING A LETTER

You have now learned about all the parts of a friendly letter. To-day you will be asked to write a letter. Try to remember all that you have learned about writing a letter correctly. When you have finished your letter, check your work to make sure that there are no mistakes in it.

Write any one of the following:

1. A letter to a friend, thanking him for a birthday present
2. A letter asking a friend to spend a holiday with you
3. A letter to a former teacher
4. A letter to your grandmother (Wish her good health and tell her all the news you can)
5. A letter to any one whom you wish, telling about anything you wish

135. SYLLABLES

1. love	lovely	loveliest
2. beg	begging	beggar
3. prepare	preparing	preparation
4. smooth	smoothly	smoothness
5. play	playful	playfully

After the teacher has pronounced these groups of words, you will read them aloud together. You will notice that, in pronouncing the words, each part is sounded quite separately and distinctly.

You will notice that some of the words have only one part. Which words are these?

Most of the words can be divided into two or more parts. Each part is called a *syllable*. How many syllables has the word *lovely*? How many has *playfully*? How many has *preparation*?

1. Read the following list of words silently. Decide how you would divide each word into syllables. After you have done this, the teacher will call on you in turn to divide the different words.

sunshine
powerful
colour
yesterday
wonderful
pleasantly
remainder
afterwards
different
mineral

breathlessly
grandfather
hospital
gardener
Canada
fisherman
correctly
November
potatoes
slippery

2. From each word in the following list, make as many words as you can of more than one syllable. The teacher will write your words on the board, showing how they are divided into syllables.

sad
cloud
brave

polite
change
happy

anger
beauty
forget

136. CHOOSING THE RIGHT WORD

These two stanzas have a number of words left out. These words may all be found in the list below the poem. Rewrite the poem, filling in each blank with the one word in the list which will be suitable. If you do not pick out the right word for one of the blanks, you will soon find that the stanzas will have little meaning. Be careful, then, not to spoil the thoughts by filling in the wrong word.

The world's a very ~~happy~~ place,
 Where every ~~child~~ should ~~dance~~ and sing,
 And ~~always~~ have a ~~smiling~~ face,
 And never ~~sulk~~ for ~~anything~~.
 I ~~wakened~~ when the morning's ~~come~~,
 And feel the ~~air~~ and light alive
 With strange, ~~sweet~~ music, like the hum
 Of ~~bees~~ about their busy ~~hive~~.

GABRIEL SETOUN.

(By permission of John Lane, The Bodley Head.)

dance
anything
always
waken
sweet
hive
sulk

air
smiling
come
child
bees
happy



137. PRACTICE IN CORRECT PRONUNCIATION

In previous lessons you have learned how to divide words into syllables. Here are a number of words that are commonly mispronounced. Where possible, divide each word into its syllables and then pronounce the word, sounding clearly every syllable.

poem	company	hundred
poetry	twelfth	something
several	fifth	yellow
children	going	yesterday
water	singing	family
accept	saying	recess
except	bringing	cruel
listen	seeing	arithmetic
certain	being	window
broken	rhubarb	chimney
shaken	different	across
taken	postman	umbrella
Wednesday	eleven	toward
Saturday	behind	history
February	picture	geography
sentence	pitcher	library

Use each of the above words in an oral sentence.

138. HOW TO ADDRESS AN ENVELOPE

When you write a letter and mail it, you are of course anxious that it should be received by the person to whom you wrote.

Do you know that thousands of letters never reach the persons for whom they are intended? This is because those who write them are not careful in addressing the envelopes.

James Barton, who lives in Indian Head, Saskatchewan, wrote to his uncle, Walter Hart, who lives at 364 Allan Street, Victoria, B.C. This is what the envelope which James addressed looked like:

James Barton,
Indian Head, Sask.

Mr. Walter Hart,
364 Allan St.,
Victoria,
B. C.

You will notice that James placed his name and address in the upper left corner of the envelope. Why?

In your exercise book draw three envelopes. Address one to your father or mother; one to Mr. Henry Wells, 397 Hill St., Calgary, Alberta; and the third to Mrs. Samuel Lane, Rossland, B.C.

139. POEM STUDY:

MARJORIE'S ALMANAC

Do you know what an almanac is? Have you one in your home? Why do you suppose the following poem was given the title at the head of this page? Read it and see if you can answer this question.

Robins in the tree top,
Blossoms in the grass,
Green things a-growing
Everywhere you pass;
Sudden little breezes,
Showers of silver dew,
Black bough and bent twig
Budding out anew;
Pine tree and willow tree,
Fringed elm and larch,
Don't you think that May-time's
Pleasanter than March?

Apples in the orchard
Mellowing one by one;
Strawberries upturning
Soft cheeks to the sun;
Roses faint with sweetness,
Lilies fair of face,
Drowsy scents and murmurs
Haunting every place;
Lengths of golden sunshine,
Moonlight bright as day,—
Don't you think that summer's
Pleasanter than May?

Roger in the corn patch
Whistling negro songs;
Pussy by the hearth-side
Romping with the tongs;
Chestnuts in the ashes
Bursting through the rind;
Red leaf and gold leaf
Rustling down the wind;
Mother "doin' Peaches"
All the afternoon,—
Don't you think that autumn's
Pleasanter than June?

Little fairy snowflakes
Dancing in the flue;
Old Mr. Santa Claus,
What is keeping you?
Twilight and firelight
Shadows come and go;
Merry chime of sleigh bells
Tinkling through the snow;
Mother knitting stockings
(Pussy's got the ball),—
Don't you think that winter's
Pleasanter than all?

T. B. ALDRICH.

(By permission of Houghton, Mifflin Co.)

What season does each of the stanzas describe? Is it a good picture of the season? Try to tell why. The teacher will choose four pupils to read. Each pupil will read one stanza. Try to make clear by your reading the good things that each season brings. Commit to memory the stanza you like best.

140. DIRECT QUOTATIONS

"Come back, I've something important to say!" the Caterpillar called after her.

This sounded promising, certainly. Alice turned and came back again.

"Keep your temper," said the Caterpillar.

"Is that all?" said Alice, swallowing down her anger as well as she could.

"No," said the Caterpillar.

You perhaps know that the above is from *Alice's Adventures in Wonderland*. Alice is talking to the caterpillar and this gives us their conversation.

How many times did the caterpillar speak? Give the *exact* words which he used each time.

How many times did Alice speak? What were her *exact* words?

Notice the marks (" ") which enclose the *exact* words of each speaker.

When we repeat or *quote* the exact words which a person says, these words are called a *direct quotation*. The marks (" ") which enclose a direct quotation are called *quotation marks*.

Turn to the story of *The Travellers and the Axe*, section 55. Pick out the direct quotations in this story. In each case tell whose words are quoted.

Do not forget that we use quotation marks to enclose only the *exact* words used by the speaker.

141. AN AFRICAN STORY:

CONVERSATION

Here is a story which is told to the native boys and girls of South Africa. They like it just as you like the fables and fairy tales which you have always heard.

After you have read the story silently, the teacher and class will talk about it.

It was a very hot summer. All the streams were dried up and the animals had no water to drink.

After looking for many days, the animals found a small spring. But they could get very little water from it for the hole from which it came had not been dug deep enough.

"We must dig the hole deeper," said the lion, the king of the animals. "Then we shall have all the water we need."

All the animals agreed except the lazy jackal. While the others were hard at work, he lay in the grass resting.

When the work was finished, the lion said, "Now we have plenty of water. Since the jackal would not help, he shall have none of it. I shall watch by the spring and if he comes near it, I shall tear him to pieces."

A few days later, the lion saw the jackal coming to the spring. But the jackal did not go near the water. Instead, he lay down near the lion and began to eat a fine piece of honeycomb.

"I am not at all thirsty," he said. "This honey is really very fine."

"Won't you give me just a little?" said the lion.

"Well, just a very little," the jackal replied.

"That is very, very good," said the lion. "May I have more?"

"You can't really enjoy it," the jackal said, "unless you lie on your back and let me pour it down your throat."

The lion lay down as the jackal had said.

"I am afraid of those great paws of yours," said the jackal. "I think that I had better tie them up."

The lion was so anxious to get the honey that he agreed. Soon he lay on his back, his paws tied with strong rope. But the jackal gave him no honey. Instead, he walked to the spring and drank his fill. When he could drink no more, the jackal started to go home.

"Please, please, Mr. Jackal, do not leave me lying like this. All the other animals would laugh at me. They would not want me for a king if they knew how I had been fooled. If you will set me free, I promise that you will not be hurt and that you will have all the water you wish."

The jackal thought for a few minutes. He knew that if he did not set the lion free some other animal would. He knew, too, that the lion would some day punish him. So he untied the lion's feet. The lion kept his word and the cunning jackal drank from the spring whenever he wished.

142. TELLING A STORY

You have read the story of how the cunning jackal fooled the lion. To-day you are going to tell the story.

Think it over first. Here are the most important *points*; try to talk about them:

1. How the thirsty animals got water
2. Why the jackal was not allowed to drink the water
3. How the jackal fooled the lion
4. The lion's promise to the jackal

143. ABBREVIATIONS:

REVIEW

Review the abbreviations which you have already learned in sections 79, 91, and 126.

Copy the following sentences, using the abbreviation, or shortened form, for each word or group of words written in italics:

1. *Doctor Gray's* address is 726 Cedar *Street*.
2. The train leaves at 5:10 *in the afternoon*.
3. *Mister White* has changed his address to 716 Columbia *Avenue*.
4. Our school has recess at 10:45 *in the forenoon*.
5. Address this letter to *John Ray Harris, Esquire*.
6. We came to a little building at the cross-roads with this sign over the door, "*Knutsford Post Office*".
7. A new department store has been opened in this town by the *John Freeman Company*.

8. The British Prime Minister lives at *Number 10, Downing Street, London.*
9. Yesterday we saw a motor car which was driven all the way from Texas, *United States of America.*
10. Betty's note was dated, *Friday, April 3, 1931.*

144. GAME:

It Was I

The smallest words sometimes cause us the most trouble. They are quite as important as the larger ones. This game will help you to fight against a difficulty which many boys and girls meet.

One of you will be asked by your teacher to be a fairy. The teacher will give this pupil a ruler, which will be a magic wand. Another pupil will be chosen to be an elf. This elf wishes to find out whom the fairy touches with her wand. He will leave the room for a moment.

The teacher will ask the rest of you to close your eyes and lay your heads on your desks.

The fairy will then run softly up and down the aisles and touch one boy and one girl with her magic wand.

The elf will then come in and say, "Pupils, wake up. Fred, was it you who was touched with the magic wand?" If Fred was not touched, he



By permission of
The Perry Picture Company
Malden, Massachusetts.

From Painting by Igler.

THE DOLL'S BATH

will say, "No, elf, it was not I." If he was touched he will answer, "Yes, elf, it was I."

When the elf guesses the two pupils, they will then become the elf and the fairy.

145. A STORY FROM A PICTURE

Look at the picture on page 187.

Give names to the boy and the girl.

How many dolls do you see?

What made the children want to bath the dolls?

Do you think the children should have bathed the dolls? Was their mother glad that they did?

This is the kind of picture which tells a story very plainly. What story does it tell you?

Think the story over, and then tell it to the class.

146. HOW TO USE THE DICTIONARY

Of course, you all know your alphabet. Words are frequently arranged in the order of their first or *initial* letters so that they may be found quickly in a list.

If it were not for this arrangement, we should find it very difficult to use a dictionary. It would take us so long to find the needed word that we should waste a great deal of time.

In your dictionary you will find that all words commencing with *a* come first. Then come those beginning with *b*, and so on right down to *z*.

But there are a great many words which have *a* as the first or *initial* letter. It has been found wise to put words beginning with *ab* before words that begin with *ac*.

Arrange these words so that the first letters are in the same order in which they come in the alphabet; the teacher will write them on the board for you.

boy, man, girl, apple, like, wish, you, dog, rose, cat.

Then do the same thing with these:

wind, all, whistle, axe, miss, which, money, after, moon.

You will see that it is necessary to watch, not only the first letter of the word, but also the second and sometimes the third if you are to find the word easily in a list.

How should this list be arranged?

hat, hop, his, hurt, how, hunt, hill, heavy, hope, heart, hint, hair.

We shall soon have another lesson on the arranging of words as we find them in a dictionary.



147. *Good* AND *Well*

We often hear children using the word *good* when they do not mean *good* at all, but rather they mean *well*.

If we wish to tell how something is to be done or has been done, we should use *well*.

Since we often "learn to do things by doing them", let us read these sentences, filling the blanks with either *good* or *well*.

1. This artist paints——.
2. He uses a——brush when he paints.
3. My friend is a——singer.
4. Can you see——by this light?
5. Try to do your writing——.
6. He skates——for his age.
7. ——stories are pleasant to read.
8. ——answers the question, "What kind of person or thing?"
9. We use——to tell how something is done.
10. I can't write very——.

Write five sentences of your own, using the word *good*, and five using *well*.

The inner side of every cloud is bright and shining ;

I therefore turn my clouds about

And always wear them inside out

To show the lining.

JAMES WHITCOMB RILEY.

148. HOW TO USE THE DICTIONARY

As you saw in an earlier lesson, words in the dictionary are arranged in alphabetical order. You learned that you must watch, not only the first letter of the word, but also the second, and sometimes the third or fourth.

Your teacher will write on the board the given names of all in the class. She will write them in the order in which you are seated.

Working as a group, rearrange the list of names, placing them in alphabetical order.

If you have time, you may do the same thing with the surnames of the pupils.

149. GAME:

Saw AND Seen

Some time ago you had a lesson on the correct use of *saw* and *seen*. This exercise is to see if you remember how to use these words correctly.

Write the sentences below, filling the blanks with *saw* or *seen*.

The teacher will then read the sentences, giving the correct words.

You may correct your own work.

1 Have you——my dog?

2 Yes, I——him down by the lake.

3 I have not——Ned for several weeks.

4 Over by the river I——some beautiful flowers.

5 Bob told me that he——three baseball games last week.

I have——only one circus in my life.

They had——us before we——them.

Father said that he had never——such a large potato.

Have you ever——an elephant?

When I——him, he was very ill.

When they——that we had——them, they turned back.

12 He had——us on our way to school.

150. POEM STUDY:

A POEM OF THE CATTLE COUNTRY

Some of you may live in the country where the cattle spend all summer on the open ranges. Have you ever seen the cattle come down the hills to the home ranch when the first snow falls in the autumn? Why do you suppose they come down the hills at that time? What noise do they make as they wind down between the hills?

The teacher will read you the following poem telling how the cattle come home in the autumn.

FIRST SNOW

The cows are bawling in the mountains;

Snowflakes fall.

They are leaving the pools and pebbled fountains.

Troubled, they bawl.

They are winding down the mountain's shoulders

Through the open pines,

The wild-rose thickets and the granite boulders,
In broken lines.
Each calf trots close beside its mother
And so they go,
Bawling and calling to one another
About the snow.

CHARLES ERSKINE SCOTT WOOD

Read the poem carefully and try to get a picture of the cattle and the country through which they are travelling down.

Notice the long line followed by a short line. Isn't it like the way cattle come down the hills—going on and stopping, going on again and stopping?

Read the poem aloud. Who of the class can best show by the *swing* of the lines that it is like the slow marching of the cattle?



151. USE OF THE DICTIONARY

Not long ago we had a lesson on arranging words in order so that we could find one quickly and easily if we wished to do so.

In a dictionary the *meaning* of each word is given after the word. In the next few years, more than at any time in your life, you will be using a dictionary to find the meanings of new words which come in your spelling, reading, geography, etc. If you learn to find a word quickly, it will save a great deal of time.

You will often want to know where a word is *divided to make syllables*. You must remember that we never put part of a syllable on one line and part on another. If you wish to know how any word may be divided, the dictionary is the proper place to look.

Again, you may not be able to remember just how some word is *spelled*. You will at once take your dictionary to make sure of the correct spelling.

On the following page you will see a copy of a page from a dictionary.

Notice the two words in the top margin which are printed in large type. These must be there for a reason. What is the first word in the first column on this page? What is the last word in the second column?

Bless

48

Blouse

bless (blessed or blest, *bless'-ing*), *v.* to invoke a blessing upon; to wish happiness, joy, or prosperity to; to make happy or joyous. *bless'-ed*, *adj.* holy or hallowed; very happy. *bless'-ed-ness*, *n.* *bless'-sing*, *n.* [*A.S. bletsian.*]

blight (*blit*), *n.* a withering or withered state (*esp.* of plants); anything which blasts or withers: *v.* (*-ed*, *-ing*), to destroy the happiness of; to ruin. [*A.S. ?*]

blind, *adj.* without sight or the power of seeing; ignorant: *n.* a screen (*esp.* of a window); a shade: *v.* (*-ed*, *-ing*), to make blind; to darken or obscure; to deceive. *blind'-ness*, *n.* *blind'-fold* (*-ed*, *-ing*), *v.* to cover the eyes with a wrapper: *adj.* *blind-man's buff*, *n.* a well-known game. *blind side*, a person's weak point. *blind'-worm*, *n.* a small, harmless, worm-like reptile, called also the slow-worm. [*A.S. blind.*]

blink (*blinked*, *blink'-ing*), *v.* to wink; to half shut the eyes: *blinkers*, *n. pl.* a flap of leather on a horse's bridle to prevent him from seeing sideways. [*A.S. blīcan*, to shine.] [*A.S.*]

bliss, *n.* great happiness. *bliss'-ful*, *adj.* *blis'-ter*, *n.* a small bladder on the skin; a plaster applied to raise a blister: *v.* (*-tered*, *-ter-ing*), to raise a blister. [*Connected with blast.*]

blithe (*blith*), *adj.* gay; joyous. *blithe'-some*, *adj.* [*A.S. blithe.*]

B. Litt. (*Bac-ca-lau'-re-us Lit-er-a'-rum*), [*L.*] Bachelor of Letters or Literature.

bliz'-zard, *n.* a furious blinding storm of wind and snow. [*Probably connected with blow and blast.*]

B.L.L. (*Bac-ca-lau'-re-us Leg'-um*), [*L.*] Bachelor of Laws.

bloat (*-ed*, *-ing*), *v.* to blow out; to cause to swell. *bloat'-ed*, *adj.* swollen; puffed up with pride. *bloat'-er*, *n.* a dried herring, or one cured in smoke. [*Scand.*]

block, *n.* a mass of wood, stone, etc.; a cluster of buildings; a pilley; the piece of wood on which a criminal laid his neck when beheaded; the mould on which hats, bonnets, etc., are shaped; an obstruction: *v.* (*blocked*, *block'-ing*), to stop the way; to obstruct; to secure. *block-ade*, *n.* a blocking-up (of harbour, town, etc.): *v.* (*-a'-ded*, *-a'-ding*), to shut up by troops or ships. *block'-age*, *n.* a blocking up, or being

blocked. *block'-head*, *n.* a very stupid person. *block'-house*, *n.* a building of heavy logs of wood forming a kind of fort. *block'-system*, *n.* a system of signals (on a railway) by which a train is not allowed to run on to a section of the line till the preceding train has left it. [*G. block.*]

blond, *adj.* of fair complexion, with light hair and blue eyes. *blond* (*f. blonde*), *n.*

blond-lace, *n.* a kind of silk lace. [*F.*]

blood, *n.* the red fluid (essential to life) which circulates in the veins and arteries of animals; kindred; disposition.

blood'-y, *adj.* stained with or containing blood.

blood-guilt'-y, *adj.* guilty of murder.

blood'-hound, *n.* a large dog once used for tracking murderers.

blood'-less, *adj.* having little blood; lifeless; spiritless; without shedding of blood.

blood'-money, *n.* money earned by getting a person put to death.

blood'-poisoning, *n.* a bad state of the blood resulting from poisonous matter getting into it.

blood'-shed, *n.* slaughter.

blood'-shot, *adj.* (of eyes) red and inflamed; fiery-looking.

blood'-sucker, *n.* a leech; a cruel, extortionate person; a "sponger".

blood'-thirsty, *adj.* eager for slaughter; cruel.

blood'-vessel, *n.* a general name for the arteries, veins, and capillaries.

of blue blood, of aristocratic birth.

flesh and blood, a blood relation; human nature.

a half'-blood, one of mixed blood or breed.

in bad blood, in hatred or anger.

in cold blood, calmly and deliberately.

in hot blood, in temper or excitement.

[*A.S. blōd.*]

bloom, *n.* a blossom or opening flower; state of great beauty, perfection, or vigour; the delicate, powdery coating of certain growing fruits: *v.* (*bloomed*,

bloom'-ing), to put forth bloom; to flourish. [*lc. blōm.*]

blos'-som, *n.* a flower; a bloom: *v.* (*-somed*, *-som-ing*). [*A.S. blōstma.*]

blot, *n.* a spot (*esp.* of ink); a stain; disgrace; blemish; a weak point; a failing: *v.* (*-ted*, *-ting*).

blot'-ting-paper, *n.* [*? lc.*]

blotch, *n.* a spot, scab, or eruption (*esp.* on the skin): *v.* (*blotched*, *blotch'-ing*).

blotch'-y, *adj.* [*< blot.*]

blouse (*blouz*), *n.* a light, loose, upper garment worn by some workmen and children; a kind of loose-fitting dress waist

Now give a reason why these two words are placed in the top margin.

You will, of course, see how much easier it is for you to find the page for which you are looking when you have the two guide-posts printed clearly at the top.

Notice the meanings of some of the words on this sample page. Look up each word in this list: *blink, bloat, blond, blot.*

Find the following words and see how they are divided into syllables: *blessing, blister, bloody, blossom.*

Learn how to spell the words beginning with the letters *bliz* and *blou*.

You can now see what a useful book a dictionary really is. We shall soon have another of these lessons.

152. TELLING A STORY:

HOW THE WREN BECAME KING

Here is an old story which tells how the little wren became king of the birds. You are going to tell the story, so read it carefully.

All the birds had come together to choose a king.

The proud peacock said, "The bird who is to be our king must be beautiful. Let us all show our feathers and see whose are the finest."

Said the wise old owl, "We should choose a king who has great wisdom. Let us see who looks the wisest."

"The bird who can talk the best should be our king," said the parrot.

"You are all wrong," said the great eagle. "We must have as our king the bird who can fly the highest."

The other birds were afraid of the fierce eagle, so they agreed that he was right.

Away into the air they flew. The eagle was so strong that he soared far beyond the others. To make sure that he had won he flew on and on. At last he was tired out, and could fly no higher.

All this time the wren had been perching on the eagle's back. Now he hopped off and flew higher into the air. The angry eagle tried to follow him, but his strength was gone and he could not. So the little wren became king of the birds.

Why had the birds held a meeting?

The peacock, the owl, and the parrot each said that he should be king. What reason did each give?

What did they do to decide which bird should be king?

Explain how the little wren became king.

Tell the whole story. Try to talk about these four *points*:

1. The meeting of the birds.
2. Why the different birds each said that he should be king.
3. What the birds at last did to decide who should rule over them.
4. How the wren became king.

The teacher will write these four *points* on the blackboard.

153. SPEAKING DISTINCTLY

Practise reading aloud the following poems. This will help you in learning to say your words distinctly. Groups of pupils will come before the class and read together. Then the teacher and all the pupils may read the poem together. Speak distinctly, but not too loudly.

THE WATERFALL

Falling and brawling and sprawling,
And bubbling and troubling and doubling,
And grumbling and rumbling and tumbling,
And clattering and battering and shattering,
And curling and whirling and purling and twirling,
And rushing and flushing and brushing and gushing,
And so never-ending but always descending,
All at one and all o'er, with a mighty uproar,
This way the water comes down at Lodore.

ROBERT SOUTHEY

THE FAIRY LIFE

Over hill, over dale,
Through bush, through brier,
Over park, over pale.
Through flood, through fire,
I do wander everywhere,
Swifter than the moon's sphere,
And I serve the fairy queen,
To dew her orbs upon the green.

SHAKESPEARE



BIRDS

How pleasant the life of a bird must be,
Flitting about in each leafy tree;
In the leafy trees so broad and tall.
Like a green and beautiful palace hall,
With its airy chambers, light and boon,
That open to stars and sun and moon;
That open unto the bright blue sky,
And the frolicsome winds as they wander by.

A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table,
At least as far as he is able.

R. L. STEVENSON

154. THE PARAGRAPH:

FRED'S TWO PETS

Fred White has a black and tan fox terrier. He calls his dog Pepper. Fred's father gave him the dog last Christmas. Pepper can do a great many tricks. His best trick is to pretend to say his prayers.

Fred has another very interesting pet. Two years ago his uncle, who is a sea-captain, brought him a parrot from South America. No one else in Fred's class has a parrot. After school Fred's friends often go to his house to hear the parrot talk.

You will notice that there are two parts to this composition. Each part is called a *paragraph*. You must have heard your teacher use this word during reading lessons.

How can you tell where the second part or *paragraph* begins?

The first word of each paragraph is always *set in* a little from the left margin. We usually say that each paragraph is *indented*.

Your teacher will pick three lessons from your Reader. Count the paragraphs in each. How will you know where each paragraph begins?



155. *To, two, too*

Review the lesson on these three words in section 73.

Write in your exercise book the following sentences, filling the blanks with *to*, *two*, or *too*:

1. The——boys are going——town.
2. It is difficult——do——things at once.
3. Tom,——, was asked——come.
4. ——days later the weather was——hot for us——go.
5. When I got——school, I found that I was ——minutes late.
6. It is easy——learn——skate.
7. ——cooks are——many.
8. May I go——?
9. The driver was going——fast——stop quickly.
10. ——days——late the farmer began——gather his crop.

Do all the good you can,
In all the ways you can,
To all the souls you can,
In every place you can,
At all the times you can,
With all the zeal you can,
As long as ever you can.

JOHN WESLEY

156. POEM STUDY

Here is a little winter poem written by a Canadian author some of whose poems you may know. Have you seen icicles hanging from the walls in cold weather? They make a house look like a Christmas card.

This poem sings along like a song. Listen to it while your teacher reads.

LITTLE LADY ICICLE

Little Lady Icicle is waking in the northland,
And shaking in the northland her pillow to and fro;
And the hurricane a-skirling
Sends the feathers all a-whirling,
Where little Lady Icicle is waking in the snow.

Little Lady Icicle is laughing in the northland,
And quaffing in the northland her wines that overflow;
All the lakes and rivers crusting
That her finger-tips are dusting,
Where little Lady Icicle is laughing in the snow.

Little Lady Icicle is singing in the northland,
And bringing from the northland a music wild and low;
And the fairies watch and listen
Where her silver slippers glisten,
As little Lady Icicle goes singing through the snow.

Little Lady Icicle is coming from the northland,
Benumbing all the northland where'er her feet may go;
With a fringe of frost before her,
And a crystal garment o'er her,
Little Lady Icicle is coming with the snow.

E. PAULINE JOHNSON.

(By permission of the Musson Book Co.)

1 With what season does Lady Icicle come?

Read the poem silently and try to answer the following questions:

2 What is meant by "shaking her pillow" and "sends the feathers all a-whirling"?

3 Find other words for "All the lakes and rivers crusting."

4 What is meant by "Benumbing all the northland"?

5 What picture do you see in these lines:

"With a fringe of frost before her,
And a crystal garment o'er her,"

6 Read aloud the poem. Be sure you say every word distinctly. There is danger of reading it in a "sing-song" tone.

7 Which stanza do you like best? Learn it by heart.

4 This is a good poem to read in unison.

157. WRITTEN COMPOSITION:

THE PARAGRAPH

In your last oral composition lesson you had a story telling how the wren became king of the birds.

The peacock, the owl, the parrot, and the eagle each said that he should be king. Do you remember the reason that each gave?

Write in your exercise book what the peacock said to the other birds. Do not copy it from the book.

Write what the owl said.

Then write what the parrot and the eagle each said.

158. ORAL COMPOSITION:

BEING POLITE

You will be asked to tell the story given below. Read it carefully so that you will be able to tell it well.

The flowers in the window-boxes needed water. As Frances and Marion were monitors for that day, they decided to get some water from the well on the school-grounds.

Percy Mills and Sandy Black were playing ball on the playground. As the girls were coming back to the school with their pail of water, both boys were running to catch a ball which had been thrown high in the air.

Bang! Bump! Neither boy had noticed the two girls. Boys, girls and pail went flying.

"Say," cried Percy, "why don't you girls look where you're going? Can't a fellow play ball without you spoiling the game?"

Poor Sandy rose, drenched and dripping. "I'm sorry, girls," he said. "Are you hurt? Let me fill your pail again, won't you?"

When you are telling your story, talk about the following:

1. Why Frances and Marion went to get water.
2. How the accident happened.
3. What Percy did.
4. How Sandy acted.



159. ANOTHER LANGUAGE GAME

You learned in the language game in section 60 that you should say, "It is I" or "It is not I." Read the following sentences:

It is he.

It is she.

You will now play a language game much the same as the game in section 60. This will teach you to use the correct forms given in the sentences above.

The teacher will say, "Who is number 10?" The pupil who has this number will rise and answer, "It is I." The teacher will then say, "Class, who is number 10?" The others will then answer together, "It is he." or "It is she."

160. CAPITAL LETTERS:

REVIEW

You have learned a number of uses for capital letters. Try to name them all.

Study the following paragraph carefully. The teacher will ask you to write it from dictation.

After you have written the paragraph, check your work. Try to make sure that you have not a single mistake.

It is a good plan always to check written work.

On Monday morning Mr. Robert Scott of Winnipeg gave a talk to all the pupils. I was glad to hear him advise us to read *Alice's Adventures in Wonderland*. He said to us, "Children, read all the good books you can while you are young." He read a number of poems. One of these was *My Bed Is a Boat*. He asked us who wrote this poem and I held up my hand.

161. MEMORIZING A POEM

A LULLABY

This is a lullaby or cradle song sung by a mother as she rocked her baby to sleep. It is a very tender and beautiful song, as most lullabies are. The author is one of our greatest poets, but he has written nothing sweeter or more beautiful than this poem.

Listen while the teacher reads. Can you hear the mother singing to her baby as she rocks to and fro?

SWEET AND LOW

Sweet and low, sweet and low,
Wind of the Western sea,
Low, low, breathe and blow,
Wind of the Western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
 Father will come to thee soon;
Rest, rest, on mother's breast,
 Father will come to thee soon.
Father will come to his babe in the nest,
Silver sails all out of the west
 Under the silver moon;
Sleep, my little one, sleep, my pretty one, sleep.

TENNYSON

Commit this poem to memory.

Evening red and morning gray
Set the traveller on his way;
But evening gray and morning red
Bring the rain upon his head.



162. WRITTEN COMPOSITION

Turn to the story on politeness in section 158. Read the story again.

Write a few sentences telling why you think Sandy was more polite than Percy.

163. USE OF THE DICTIONARY

A short time ago we had our third lesson on the use of the dictionary. Open your dictionary and look at the top margins of several pages. You will find there, as we found in section 151, that in each top margin two words are printed in large black type. You will remember we found that the word on the *left* in the margin is the *first* word in the first column and that the word on the *right* is the *last* word of the second column. Look at a number of pages and see if this is not quite true.

Open your Reader and pick out a word which you do not understand. By watching *only the top margin*, decide on what page of the dictionary this word will be found. *Pay no attention to the columns until you have found the right page.* It will now be very easy to find the word you wish.

Do the same thing with several other words from your Reader.

164. DIRECT QUOTATIONS

Review what you have learned about direct quotations in section 140.

Be ready to explain to the class what a direct quotation is.

Read the following sentences. Notice *all* the punctuation marks.

1. Barbara said to me, "When are you going?"
2. Mother called out, "Please answer the telephone."
3. "I haven't seen Bruce lately," said Kenneth.
4. "All flesh is grass," says the Bible.
5. "Did you see that?" asked Polly.
6. "What a big car!" cried Arthur.

In the first sentence what is the direct quotation? What mark separates it from the rest of the sentence? With what kind of letter does the first word of the quotation begin?

Ask yourself the same questions about the second, third and fourth sentences.

In the fifth sentence what kind of punctuation mark separates the quotation from the rest of the sentence? In the sixth?

By studying these sentences, we get two important rules:

1. *The first word of a direct quotation begins with a capital.*

2. *Except where a question mark or an exclamation mark is needed, a direct quotation is separated from the rest of the sentence by a comma.*

Write these rules in your exercise book. You will need to study them very carefully. You will also need a good deal of practice in writing quotations, for it is not easy to learn to use the rules properly.

The teacher will tell you a number of lessons in your Reader which contain many quotations. The class will study these carefully together.

165. *Did* AND *Done*:

REVIEW

In each of the following sentences choose the correct word,—*did* or *done*. Read the sentences aloud in turn.

1. Elsie——her work very quickly.
2. We have always——it that way.
3. What have you——with my skates?
4. They said that they——it.
5. Had he——his lessons when you left?
6. He and Tom——it to help their father.
7. I——nothing wrong.
8. Why have you——it that way?

Read the sentences below, supply the correct word,—*doesn't* or *don't*.

1. Ted———know where his Reader is.
2. He and I———want to go.
3. Why———he help us?
4. We———expect to be home until Tuesday; Jack
———either.
5. It———makes any difference to me.
6. If he———go we shall all stay home.
7. Oranges and bananas———grow in Canada.
8. It———matter who does it.

166. THE PARAGRAPH

Turn again to section 154.

What do we mean when we say that every paragraph is indented?

How many paragraphs are there in the story of Fred's pets?

To-day we will try to find why there are two paragraphs in that story.

What two things are told about in this story?

The person who wrote the story first told about Fred's dog. When he had finished telling about the dog, he wished to tell about something different, that is, about the parrot. When he wished to write about the parrot, he began a new paragraph.

If Fred had three pets, how many paragraphs do you think there would be?

Turn to section 19 and look at the letter written by Ray Brown. How many paragraphs are there?

The first paragraph tells about Ray's visit to Victoria.

The second paragraph tells about his dog.

What does the third paragraph tell about?

Each paragraph in a composition tells about *one particular subject*. This is called the *topic* of the paragraph.

The *topic* of the first paragraph in Ray's letter is *My Visit to Victoria*.

What is the *topic* of the second paragraph? Of the third?

You will notice that the topic of a paragraph is very much like the title of a story.

Turn to Bessie Long's letter in section 33. Work together and see if you can find the topic of each paragraph.

Keep yourself clean and bright; you are the window through which you must see the world.

SHAW



167. POEM STUDY:

OTHER LULLABIES

Mothers all over the world sing their children to sleep with lullaby songs. Perhaps your teacher will read a lullaby to you. You will find several in the Appendix at the end of this book. Notice the soft, tender, singing words that are used in these poems.

Here is a little poem which tells what a mother uses to make up a lullaby for her baby. Listen to the music of it while the teacher reads.

THE LULLABY

She weaves the mist among the hills,
The quiet hills, the friendly hills,
The autumn colour on the fern,
The forests where the deer belong;
She weaves the crooning of the wave,
The splashing wave, the shining wave,
The endless prattle of the burn,
To make a little hushing song.

She weaves the going of the light,
The sunset light, the after light;
 The hidey corners whence depart
 All little things that run or fly;
She weaves them to an olden tune,
A rocking tune, a hushing tune,
 She weaves the love dreams in her heart
 And makes her baby's lullaby.

ELIZABETH FLEMING

(By permission of the "Glasgow Herald".)

Read the poem over silently. Find the lovely things the mother weaves into her song. Which of all these things do you think is the loveliest? The poem is full of *singing words*. Can you find many of these? Do you know any little "hushing tune" which would suit it? Copy the lullaby carefully in your language exercise book.

168. AN ORIGINAL STORY

Imagine that you are one of the following, and tell a story about some of the things that have happened to you. Think your story over carefully; be sure to arrange it in good order. Tell a short interesting story. Do not forget your oral composition rules.

- A Broken Doll
- A Ten-cent Piece
- A Baseball
- A School-book

169. *From*

Read these sentences carefully:

1. We bought the basket from an Indian.
2. We got our car from Mr. Mills.
3. Did you buy that watch from a peddler?
4. I got this knife from David.
5. We bought the sandwiches from the cook.
6. Sally bought this ribbon from a peddler.
7. The teacher bought the flowers from a little girl.
8. Did you buy those rabbits from Sam?
9. I bought this book from Allan.
10. Henry got that top from me.
11. We get our milk from Black's Dairy.
12. Did you get that pen from Margaret?

Remember that you should always use the word *from* after *buy*, *bought*, *get* and *got*.

Write sentences telling:

1. From whom you bought a book.
2. From whom your mother buys her groceries.
3. From whom you got a toy.

Write six more sentences telling from whom you *bought* or *got* something.

A soft answer turneth away wrath; but grievous words stir up anger.

170. A STORY FROM A POEM

Do you remember Aesop's fable about the Travellers and the Axe? Another of the many fables which Aesop wrote tells us the story of the Ant and the Cricket. Aesop told the story in prose, but it has been written in verse. Read the poem silently.

THE ANT AND THE CRICKET

A silly young cricket, accustomed to sing
Through the warm sunny months of gay summer and
spring,

Began to complain when he found that at home
His cupboard was empty, and winter was come.

Not a crumb to be found

On the snow-covered ground;

Not a flower could he see,

Not a leaf on a tree;

"Oh, what will become," said the cricket, "of me?"

At last by starvation and famine made bold,
All dripping with wet, and all trembling with cold,
Away he set off to a miserly ant,

To see if, to keep him alive, he would grant

Him shelter from rain,

And a mouthful of grain.

He wished only to borrow

And repay it to-morrow.

If not, he must die of starvation and sorrow.

Said the ant to the cricket, "I'm your servant and friend;
But we ants never borrow, we ants never lend.

But tell me, dear sir, did you lay nothing by
When the weather was warm?" Said the cricket, "Not
I!

My heart was so light
That I sang day and night,
For all nature looked gay."

"You sang, sir, you say?

Go then," said the ant, "and dance winter away."
Thus ending, he hastily opened the wicket,
And out of the door turned the poor little cricket.

Why was the cricket silly?

Why did he go to the ant? What is the ant
noted for?

What excuse did the cricket give for not having
saved some food for the winter?

Did the ant help the cricket?

Tell the story of the ant and the cricket. Think
and talk about these points:

1. Why the cricket had no food
2. The cricket's visit to the ant
3. What the ant said and did.

He that is good at making excuses is seldom good
for anything else.

BENJAMIN FRANKLIN

171. ORAL COMPOSITION :

PAYING FOR YOUR WHISTLE

Do you know what the word *thrift* means?

Here is a thrift story about a very wise man called Benjamin Franklin. Although he lived a long time ago, people still remember many of his wise sayings about thrift. Read the story silently.

When Benjamin Franklin was only seven years old, a friend gave him some money to spend. He at once set off for a toy-shop. On the way he met a small boy who was merrily blowing a whistle. At once Franklin thought he must have just such a whistle.

He hurried on to the toy-shop and soon saw the whistle which he wanted. Now he was too young to know how much he should pay, but he did want that whistle! So he offered the man in the store all the money that he had and proudly marched off with his new toy.

He arrived home very much pleased with himself and his precious whistle. Soon his brothers and sisters learned of his bargain. When they told him that he had paid three or four times as much as the whistle was worth, Franklin was not so pleased as he had been. He began to think of all the other things which he might have had for his money. His brothers and sisters teased him, too, and instead of being happy, the poor boy was soon in tears.

Franklin lived to be an old man, but he never forgot the lesson which he had learned. When he thought of

spending money carelessly, he would remember the whistle. Then he would say to himself, "Don't pay too much for your whistle." When he saw a man who spent his time and money foolishly, this thought would come to him: "He pays too much for his whistle". So you see that his early lesson helped him all through life.

What did Franklin mean when he said, "Don't pay too much for your whistle?"

ORAL COMPOSITION. Did you ever pay too much for your whistle? Could you tell the class a story about yourself or some other boy or girl who did? If you would rather do so, you may make up a story.

When you play, play hard; when you work, don't play at all.

THEODORE ROOSEVELT.



172. USE OF THE DICTIONARY

Below is a list of words which you will write down in a column on a page of your exercise book. Write the first word, *rudder*, at the left of the first line which you wish to use; then put a comma after it. Now find the page in the dictionary on which this word *rudder* occurs, watching only the two words in the top margins of the pages. When you have found the right page, look for the word *rudder*. After the word *rudder*, which you wrote in your exercise book, write the best meaning you have found in the dictionary. Do the same with the whole list.

rudder	jungle
awl	beak
seal	nugget
core	dwarf
haul	zoo
mince	lag
waiter	rubbish
frail	torrent

To-morrow you may make up from your Reader a list of ten words which you do not clearly understand. Find one word at a time, as has been explained to you, and write out the meaning.

If you wish, you may choose sides and see which side can find the word first. If the pupil who finds it first rises quickly, he will score *one point* for his side.



173. POEM STUDY:

A PLEASANT SONG

When it is cold and windy out of doors, isn't it a pleasant thing to hear the tea-kettle singing over a warm fire? At such a time the tea-kettle has a happy little song all its own. Shut your eyes and listen while the teacher reads this poem. Imagine that you hear the kettle singing as the teacher reads.

A CANADIAN FOLK-SONG

The doors are shut, the windows fast;
Outside the gust is driving past,
Outside the shivering ivy clings,
While on the hob the kettle sings.
"Margery, Margery, make the tea,"
Singeth the kettle merrily.

The streams are hushed up where they flowed,
The ponds are frozen along the road,
The cattle are housed in shed and byre,
While singeth the kettle on the fire,
"Margery, Margery, make the tea,"
Singeth the kettle merrily.

The fisherman on the bay in his boat
Shivers and buttons up his coat;
The traveller stops at the tavern door,
And the kettle answers the chimney's roar,
"Margery, Margery, make the tea,"
Singeth the kettle merrily.

The firelight dances upon the wall,
Footsteps are heard in the outer hall;
A kiss and a welcome that fill the room,
And the kettle sings in the glimmer and gloom.
"Margery, Margery, make the tea,"
Singeth the kettle merrily.

WILLIAM WILFRED CAMPBELL

(By permission of the Musson Book Co.)

What time of year does the poem describe? Read aloud the stanzas that describe this season.

The teacher will tell you what is meant by the words *hob* and *byre*. Do you think that the people who have to be outside in this weather, like the fisherman and the traveller, are glad to hear the kettle's song? Read the stanza which tells about these people.

Does the kettle sing as if it were expecting someone?

Whom do you think it was expecting? Read the last stanza. Tell in your own words the story of this stanza.

Which of the stanzas do you like best? Commit to memory the one you choose. Try to say it to the class. Be sure to say every word clearly and distinctly.

The author, William Wilfred Campbell, was a Canadian. He wrote a number of other poems. Perhaps you will find some of his poems in a book in your school library.

174. STUDY OF THE PARAGRAPH

Why do some compositions have a number of paragraphs?

Read silently the following story about two wise old goats:

THE TWO GOATS

Two goats once met on a mountain ledge. So narrow was the path that they could not pass each other. Neither were they able to turn round and go back. Above them rose a frowning rock. Below them lay a deep, dark ravine. What were they to do?

One of the goats lay down on the narrow ledge and pressed himself as close as possible to the wall of rock. Then the other goat very carefully stepped over his kind friend and bounded lightly on his way.

The goat that had been clever enough to think of this mode of escape then slowly drew himself up. As the way ahead was now clear, he sprang swiftly from rock to rock. He was soon eating the tender grass that grew on the hillside below.

(Adapted from Aesop)

How many paragraphs are there in this story? You will notice that it is easy to count them because each is *indented*.

Work together and pick out the topic of each paragraph. The teacher will write the topics on the blackboard.

Copy in your exercise book what has been written on the board. You will see that you have a *plan* or *outline* of the story.

175. THE COMMA:

REVIEW

Do you remember the different uses of the comma which you have learned?

Copy the following sentences and place commas where they are needed:

1. The parrot the owl the peacock and the eagle each said that he should be king.
2. The old moon asked the three "Where are you going and what do you wish?"
3. Wynken Blynken and Nod one night sailed off in a wooden shoe.
4. You look tired Bob.
5. Mary Joan or Dorothy gave me this book.
6. Little lamb who made thee?
7. Alice said to the rabbit "Where are you going?"
8. The teacher said "Children your writing is improving."
9. How do you know Margaret that he has gone?
10. "I don't think so Paul" said Edith.

THE RAINBOW

Boats sail on the rivers
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

CHRISTINA G. ROSSETTI

(By permission of Macmillan & Co., Ltd., London.)



176. WRITING PARAGRAPHS

You have learned a number of important things about the paragraph. Don't you think that it would be well for the class to talk these over before you go any farther with your work on the paragraph?

Look at the picture above. Have you ever found a bird's nest? How many eggs are in this one?

With the help of the class, the teacher will write on the blackboard a short story about this nest. The story will be about one thing only, so it will contain just one paragraph.



The second picture shows the same nest two weeks later. What difference do you see in the two pictures?

Work together and write the story told by the second picture. The teacher will put the story on the board. You are telling of nothing but the second picture. How many paragraphs will you need?

What title could you give to the first story? To the second?

Could the two stories be put together to make two paragraphs for *one* story? Read them and find out.

Write the two paragraphs in your exercise book.

177. STUDY OF A STORY

Read this story silently. In the language lesson you will talk about the story and ask each other questions. You will need to read carefully. If you do not, you cannot ask and answer questions.

THE LAST OF THE GIANTS

Long ago giants lived in the mountains of a country far across the sea. At the top of the highest mountain was a great castle. Here lived the king of the giants.

The king had only one child, a girl called Freda. Though she was no older than you, she was as tall as a church steeple. She was a very mischievous child, and was always prying into things which she had been told to leave alone. She spent her time playing over the mountain sides and among the forests which grew there. She had been told that she must never go down into the valley.

Down in the valley lived the peasants. These poor people farmed the land, but the giants often carried away their crops.

It had long been said that the end of the giants would come when the first peasant found his way to the great castle of the king. But the castle was hard to reach, and no peasant had ever thought of trying to get there.

One day Freda was playing near the castle gates. Down below she saw the beautiful valley with its fresh green fields and shady trees. How beautiful it looked to

her! Away she hurried to see what she could find to amuse her.

Soon she saw a peasant working in a field. His two horses were drawing a plough.

"What a wonderful toy!" cried Freda. "What fun I shall have playing with it!"

Then she stooped down, picked up horses, plough, and peasant, and wrapped them all in her handkerchief. Dancing with joy, she hurried homeward.

Her father met her at the gate.

"Look at the wonderful toy I have found!" cried Freda.

Her father turned pale with fear when he saw the peasant.

"Toy!" he cried. "Don't you know what you have done? Hurry back to the valley with this peasant at once. Perhaps we may yet be saved if you do."

Freda sadly took the peasant and the horses and plough back to the field. But it was too late. The next morning the great castle had gone from sight. No giant has been seen from that day to this.



178. ORAL COMPOSITION

In the story, "The Last of the Giants," you learned what happened to the cruel giants.

How do you think the peasants felt when they knew that the giants were gone? Why?

How do you think the peasant felt when Freda carried him away?

Imagine that you were the peasant who was carried off by Freda. Tell what happened to you.

179. LETTER-WRITING:

REVIEW

Review what you have learned about the following parts of a letter:

Heading, salutation, body, complimentary ending. Find these parts in some of the letters which you have read in this book.

Read over again in section 138 the directions for addressing an envelope.

If you have friends or relatives living at a distance from you, write a letter to one of them telling how you are getting on in school. Here are some other topics about which you may care to write:

How I spent my last holiday
A trip by motor car
Our school concert
A visit from a friend
A picnic by the shore, or in the woods

Make this a real letter. Fold it neatly, place it in an envelope, and post it in a letter-box or in the post-office. Make sure that you have addressed the envelope correctly. Have you placed the stamp on the proper corner of the envelope?

With the help of your teacher you might get in touch with pupils of other schools in Canada or of the Empire and open a correspondence with them.

HEPATICAS

The trees to their innermost marrow
Are touched by the sun;
The robin is here and the sparrow;
Spring is begun!

The sleep and the silence is over;
These petals that rise
Are the eyelids of earth that uncover
Her numberless eyes.

ARCHIBALD LAMPMAN

(By permission of the Musson Book Co.)

180. HOMONYMS

Homonyms are words pronounced alike but spelled differently and having a different meaning.

Study the following sentences carefully:

We *ate* our lunch under a maple tree.

At the new candy store they are selling *eight* chocolate bars for twenty-five cents.

In the first sentence it is clear that the word *ate* has to do with eating.

In the second sentence it is easily understood that the word *eight* means a number.

Pronounce each word carefully. Is there any difference in the sound of the words?

Write five sentences in which you use the word *ate* correctly.

Write five sentences in which you use the word *eight* correctly.

On page 234 at the right are pairs of words pronounced alike but spelled differently and having different meanings. Fill the blanks in the sentences on the left of this page with the correct words chosen from pairs of words on the right. You have been taught to use the dictionary, so if

you are not sure of the meaning of a word, look it up in your dictionary.

Give each of the boys a large——of pie and piece
we shall have——and quietness for a while. peace

——has been a heavy fall of snow. ——is
no one living——now. their

The soil was so poor that the settlers left——
farms and moved farther west. there

The blades of my knife are made of the finest
——. steal

A tramp once tried to——our dog. steel

We lost——way in the darkness so that we hour
were an——late in reaching the farm house. our

The old gentleman said that he——buy ten
cords of——if the——cutter——promise would
to pile it in the——shed. wood

Use each of the following words in a sentence.

Be careful to write sentences that will make
the meaning of each word perfectly clear:

bough
bow

led
lead

throne
thrown

dear
deer

know
two

rap
wrap

sea
see

sow
sew

sum
some



By permission of
The Perry Picture Company
Malden, Massachusetts.

From Painting by Olivie
Copyright, 1908,
by Eugene A. Perry.

INQUIETUDE

181. A STORY FROM A PICTURE

The teacher will give you a few minutes to study the picture on page 235.

The name of the picture is *Inquietude*. Your teacher will tell you what this word means.

Look at the child. What is she thinking?

What is the dog thinking?

The dog looks as if he were just ready to do something. What may he do?

Which one ate the piece of bread—the child or the dog?

Make up a story telling what you think happened.

He lost the game; no matter for that;
He kept his temper, and swung his hat
To cheer the winners—a better way
Than to *lose his temper* and win the day.

If a task is once begun,
Never leave it till its done;
Be the labour great or small,
Do it well, or not at all.

PHOEBE CARY



182. POEM

Have you a garden at home? Have you a school garden? In many schools the children plant beans and peas and flower seeds in window boxes, in order to see just how these things grow. If you water them and tend them well, you may see how much they grow in one night.

The teacher will read to you this poem about a garden.

FOR A GARDEN

I have broken the sod,
I have spread the loam,
Let the warm winds come,
And the sunlight, God!

Honey-warm sun
And freshening dew
Ever renew,
Till the growing is done.

The seed out of sight,
In the darkness laid,
The frail green blade
That pricks to the light.

The tender stem
And the little leaf,
The blossom, the sheaf—
Be kind to them!

Help me to toil,
Hoping the while;
Teach me to smile,
Tilling the soil.

Lead me to pray
Bending above
Green things I love
Day after day.

God, Thou great Maker
Of earth's first garden,
Be thou the warden
Of my small acre!

NANCY BYRD TURNER

(By permission of the author and "The Youth's Companion".)

This poem is really a prayer, asking God to bless our garden. It should be read aloud slowly and tenderly as you would say a prayer. Try to read it in that way.

183. PUNCTUATION MARKS AT THE END OF SENTENCES:

REVIEW

You have now learned the three kinds of punctuation marks which are used at the end of sentences. Write the following sentences, supplying the right mark after each:

1. How do you know where he has gone
2. How the rain poured
3. You may come with John and me
4. Do you think *Alice's Adventures in Wonderland* is a good book
5. Oh, I think it's wonderful
6. What a beautiful sunset
7. He is a very tall boy
8. How tall is he
9. What a tall boy he is
10. I think we had better go home
11. Come here at once

A THANKSGIVING DAY SONG

On this happy feast day,
Joyously we sing
Thanks for all the plenty
That the harvests bring.
On this happy feast day
From our hearts shall come
Thanks for love and friendship,
Family and home.

EMILIE POULSSON

(By permission of Lothrop, Lee & Shepard Co.)

184. *Learn* AND *Teach*

Sometimes we hear people using the word *learn* when we know they should use *teach*.

Always keep in mind that you may *teach* your dog to do tricks but that he *learns* the tricks which you *teach*.

Miss Black *teaches* arithmetic to her class but they *learn* what she *teaches*.

She *taught* you geography yesterday and you *learned* it.

There are blanks in the sentences given below. These are to be filled with *learn* (*learns, learned*) or with *teach* (*teaches, taught*).

1. Mr. Marsh———geography to Grade Six.
2. Last summ——— to swim.
3. He———ould a house.
4. G———his lessons more easily than I.
5. Pleas———o verses of the poem.
6. Would———ne to do that?
7. Fred and his——— have——— drive a car.
8. How can I——— when you do not wish to———?
9. I shall remember what I have be———.
10. The mother robin has———her babies to———.
11. The mother duck does not need to———her children to swim.
12. Jack———his little brother to ride a bicycle; his bro———very quickly.

Do your own correcting.

Don't wait for some other pupil to do it for you.

185. A THRIFT LESSON

Did you ever hear of "saving up for a rainy day"? Ask the teacher what it means.

We do not like people who are mean and who think always of saving their money. Neither do we like to see people who are wasteful and who spend their money foolishly.

In the poem, "The Ant and the Cricket", what fault did the cricket have? Do you think that the ant had any faults?

ORAL COMPOSITION. Try to think of a story about saving. We may save in many ways. Taking good care of our books and toys is one way; being careful of our clothing is another. Here are a few things which you might tell about:

How I Saved My First Money
How I Can Be Careful of My Playthings
What I Can Do to Save My Clothing
The Care of My Books
Saving up a Dollar

WRITTEN COMPOSITION. Write your story in your exercise book.

Honesty is the best policy.

186. *Their, There, They're*

You have already learned how to use *their* and *there*.

Their means "belonging to them" while *there* usually means "in that place". We have another form, *they're*, which sounds the same as both *their* and *there*. Of what two words do you think this word is made? What letter does the apostrophe take the place of?

Teachers often find that these three words cause pupils a great deal of difficulty.

Try to remember just what each of the three words means.

You may write these sentences, filling in the words which are left out:

1. This is———car.
2. ———you will find a pot of gold.
3. We looked———for his hat.
4. ———all ready and waiting.
5. ———seems no excuse for him.
6. Our house is———home.
7. The policeman kindly took them———.
8. Don't you think———lovely kittens?
9. They left———skates at the pond.
10. ———hunting over———for———coats.

When you have written these sentences, read again the second paragraph of this lesson and see if every sentence is worth showing to your teacher. Correct your own mistakes.

187. WRITTEN COMPOSITION

To-day you will write the story of *The Two Goats*. Turn to section 174 and read the story again.

Follow carefully the topics which you outlined in your exercise book. How many paragraphs will there be? Do not begin a paragraph until you have thought carefully what you will write in it.

188. USE OF THE TELEPHONE DIRECTORY

Now-a-days the telephone is used so much by people who wish to talk to someone at a distance, that every boy and girl should know how to use one.

In almost every district where there is a telephone, the telephone company provides a book, containing the names of all people and firms who have a telephone.

These names are arranged alphabetically so that they may be easily found. After each name is a number.

Perhaps one of you or your teacher could bring a telephone directory to school so that all may see how it is arranged. Then you might play "telephone".

Most telephone directories tell you the best way in which to make a telephone call or to answer a telephone call. It will save you and others time and trouble if you learn how to use the telephone as you should.

189. POEM:

All of you have, no doubt, gone at some time to a theatre to see the moving pictures. Did you ever think that all that we see out-of-doors is a moving picture? The following poem tells what kind of moving pictures you may see if you visit the woods in the park or in the country and sit down quietly to watch what is going on. Imagine you are in a moving picture theatre watching the screen while the teacher reads the poem.

MOVING PICTURES

In a deep wood, still and green,
Tall trees made a leafy screen;

A little wind came romping by
And shook the light leaves suddenly;

The tree-tops stirred, the branches bent,
Some violets nodded, well content.

A little brook came running past;
It rolled and romped and hurried fast;

It flung bright water, for a prank,
On blue bells growing by its bank.

A chipmunk wandered to the brink,
And at his leisure took a drink;

Some chirping sparrows came to wash;
A big brown frog jumped in ker-splash!

Some ruddy-breasted robins flew
Into an old oak, two by two.

A bluebird and a butterfly,
Bright wing to wing, went sailing by.

A squirrel ran from limb to limb,
A swift gray shadow after him,

And left that tree and climbed another
And threw a pine cone at his brother.

A spider spun a web of lace
And deftly fastened it in place;

And flowers fluttered unafraid,
And sunlight flickered through the shade;

And leaves and birds and brook and trees
All danced and dappled in the breeze.

And O, there never was, I know,
A finer moving picture show!

NANCY BYRD TURNER

(By permission of the author and "The Youth's Companion".)

Read the poem silently and try to see the pictures which it gives you.

Do you agree with what the author says in the last two lines?

190. PRONUNCIATION:

REVIEW

You already have had some practice in pronouncing many of the following words and groups of words.

Pronounce each word very carefully and then try to use the word in a good oral sentence.

A

catch	saying
carry	doing
get	Wednesday
picture	towards
eleven	kept
just	slept
going	drowned
coming	repeated
asked	killed
perhaps	baked
suppose	decided
poem	succeeded
February	listen
company	certain
twelfth	family
different	cruel
seeing	yellow
rhubarb	window
postman	chimney
yesterday	

B

go in	come in
go out	come out
go up	come up
do it	come here
look at this	tell him
look here	tell her

C

Use each of these in an oral sentence:

could you	don't know
did you	must have
give me	let me
ought to	should have

D

Read aloud the following sentences:

Go in and tell her to come out.

Come up here and see him.

She sells sea-shells.

He thrust a thorn through his thumb.

They sat in the yellow sunlight out under the maple tree.



191. HOMONYMS

Words pronounced alike but spelled differently and having different meanings are called homonyms.

pair

pear

pare

Study carefully the following sentences:

1. I have just bought a *pair* of new shoes.
2. Will you have an apple or a *pear*?
3. You must *pare* those apples before putting them in a pie.
4. Mary's aunt knitted twenty *pairs* of woollen socks.
5. We picked ten boxes of *pears* off that tree last September.
6. In fitting a shoe to a horse's foot the blacksmith has to *pare* the hoof.

It is very clear that *pair* means two of anything, while *pear* is the name of a common fruit. To *pare* means to cut or shave.

Write five sentences in which you use the word *pair* correctly.

Write three sentences in which you use *pear* or *pears* correctly.

Write five sentences in which you use *pare*, *pares*, or *paring* correctly.

192. *Was* AND *Were*

You have already learned something about the use of *was* and *were*.

Was is used in speaking of *one* person or thing.

Were is used in speaking of *more than one* person or *thing*.

There is another important point to remember about *were*. You will understand it better if you read these sentences:

Were you here yesterday, Barbara?

You boys were all late.

Harry, *were you* late too?

Mary and Dorothy, *you were* right.

In the first and third sentences, *you* refers to *one* person only. In the second and fourth sentences, *you* refers to more than one person. In *all* the sentences, the word *were* is used.

Were is always used with "you," whether "you" refers to one person or to a number of persons.

Read these sentences, putting *was* or *were* in each blank. After you have read them in turn, write them in your exercise book.

1. _____you at the concert last night?
2. He and I _____glad to go.
3. The house _____old and so _____the barn.
4. How _____you to know?
5. Arithmetic and spelling _____my best subjects.
6. What _____you doing last night?
7. He ~~was~~ later in coming than you and I ~~was~~ ^{were}.
8. The night ~~was~~ stormy; the snow-drifts ~~was~~ ^{were} piling high.
9. Billy ~~was~~ glad to see us and so ~~was~~ ^{were} all the rest.
10. When I left the farm the hay and grain ~~was~~ ^{were} growing well.

A CHRISTMAS CAROL

What can I give Him,
 Poor as I am?
 If I were a shepherd,
 I would bring a lamb.

If I were a wise man,
 I would do my part.
 Yet what can I give Him?
 Give my heart.

CHRISTINA G. ROSSETTI

(By permission of Macmillan & Co., Ltd., London.)

193. STUDYING AND TELLING A STORY

The poplar is a tree that grows in many lands. Look at the picture on page 252 and see of what shape the poplar is. Read the story and find out how the poplar tree happens to be of this shape. You will be asked to tell the story. Before you do so, you may ask one another questions about it.

THE POPLAR TREE

One night, just at sunset, an old man found the pot of gold which lies at the foot of the rainbow.

His home was far beyond the dark forest through which he was passing. The pot of gold was heavy, and he soon began to look for a safe place in which to hide it until morning.

A poplar tree stood near the path, stretching its branches straight out from the trunk. That was the way the poplar tree grew in those days.

"Ah," said the man, "this tree is the very place to hide my treasure. The trees are all asleep, I see, and these leaves are large and thick." He carefully hid the pot of gold where the leaves were thickest, and hurried home to tell his wife of his good fortune.

Early next morning, Iris, the rainbow messenger, flew on her golden wings over the rainbow bridge to the earth. At once she missed her precious pot of gold. In great alarm she hastened to Zeus and told him of her loss. Zeus at once sent swift Hermes in search of the gold.

Hermes soon came to the forest where it was hidden.



POPLAR TREE

He awakened the trees and asked them if they had seen the pot of gold. They shook their heads sleepily and murmured something which Hermes could not understand.

Great Zeus had been watching the search from the sky. He called to the trees, saying, "Hold your arms high above your heads, that I may see that you are all awake." Up went the arms, but, alas, down fell the pot of gold!

The poplar tree was more surprised than anybody else. For a moment he hung his head in grief and shame. Then again stretched his arms high above his head, and said, "Forgive me, great Father Zeus, I do not know how this great treasure came to be among my branches. After this I shall always stand with my arms uplifted so that you may know that I hide nothing from the Sun, my King."

At first the poplar tree was much laughed at, but he paid no attention, for he had his own work to attend to. As the years went by every small poplar of the family grew up hardy, straight, and strong. And for this or for some other reason, the poplar has become one of the favourite trees in every place where it grows.



194. THE HYPHEN

1. Playing *out-of-doors* is healthful.
2. I had *twenty-five* marbles.
3. We have a *brown-eyed* baby.
4. This *rock-bound* coast is dangerous.
5. They heard sounds of *merry-making*.

You will notice that each sentence contains one word which is made up of parts joined by a little mark (-) called a *hyphen*.

The words in italics in the sentences above and many like them always contain a hyphen. Usually, however, words are not divided by a hyphen except where it is necessary to put part of a word at the end of one line and part at the beginning of the next line. We use a hyphen at the end of a line to show that a part of the word is to be found in the next line. This is an example of the use of a hyphen to divide a word at the end of a line:

Charlie called early on Satur-
day morning to ask me to go fishing.

A word must never be divided by a hyphen except between syllables.

Words like *grand*, *bright*, *sound*, which have but one syllable, are never divided by a hyphen.

In the word *along*, the first syllable contains

only one letter. These one-letter syllables should not be separated by a *hyphen* from the rest of the word.

Take your Reader and find twelve words which are partly at the end of a line and partly at the beginning of the next line. Notice the *hyphen* which joins the parts together. Write these words in your exercise book, first with the *hyphen* and then without the *hyphen*.

Now write the words below in a column and, alongside each, write the same words divided into syllables by hyphens.

working

classroom

commencing

hunted

correctly

divided

turnip

continued

singer

exercise

recess

holidays

You may have made a mistake in dividing one of these words. Find each one in your dictionary and see how nearly correct you are. Remember what you have learned about the quickest way in which to find a word in the dictionary.



195. CHOOSING THE CORRECT WORD:

REVIEW

Read the following sentences in turn, choosing from the words in parentheses the correct word in each case. Try to give a reason for each choice.

1. Hazel is a (good, well) writer; she draws (good, well) too.
2. Mary, Tom, and Bob have (went, gone) to the picture show.
3. Do you think she plays as (good, well) as Mary?
4. When he (saw, seen) me, he was surprised.
5. If he has (went, gone), it is too late.
6. He did it as (good, well) as he could.
7. They had (went, gone) before we arrived.
8. Laura (saw, seen) a lion in the circus; I have never (saw, seen) one.
9. I wish that I could skate as (well, good) as you.
10. I never (saw, seen) such a rainy day.
11. After they had (went, gone), we found that they had forgotten their books.
12. She sings very (good, well) for so young a child.
13. I (saw, seen) him down town.
14. I hadn't (saw, seen) him for two years until I (saw, seen) him last week.

196. ANOTHER STORY OF YOUR OWN

To-day you will tell one another stories. These stories are to be about yourselves. Can't you think of something interesting that has happened to you or something that you have seen or done?

The following titles may help you to talk about something that the class will like:

How I Helped My Mother
How I Helped My Father
What I Did Last Saturday
A Good Moving Picture
A Game That I Like
A Building on Fire
A Snow Storm

If you do not want to tell about any of the above list, you may talk to the class about something that you think they would like to hear about.

Remember your oral composition rules.





197. MEMORY GEM

Have you ever put a sea-shell to your ear and listened to the roaring sound it makes? Perhaps it is an echo of the sea which was once its home. What stories of the sea it would tell if it could only speak!

This little poem has an echo of the sea in it. Try to bring this out by the way you read it.

SEA SHELL

Sea Shell, Sea Shell,
Sing me a song, O please!
A song of ships and sailor men,
And parrots, and tropical trees,

Of islands lost in the Spanish Main,
Which no man ever may find again,
Of fishes and corals under the waves,
And sea horses stabled in great green caves.

Sea Shell, Sea Shell,
Sing of the things you know so well.

AMY LOWELL

(By permission of Houghton, Mifflin Co.)

How quickly can you commit this poem to memory? Copy it carefully in your language exercise book. Put capital letters and punctuation marks in the right places.

198. PLANNING HOW TO TELL OR WRITE A STORY

Do you remember your first oral composition rule?

If you try to tell a story without first thinking it over, you are likely to forget some part of the story which is important. You may also get the different parts of the story in the wrong order. You would not want to come to the end of your story and find that you had forgotten an important part which you should have told earlier, would you?

When you wish to write or to tell a story, it is often a good idea to think of the different points that you are going to tell about, and to write them down. You should, of course, be careful to get them in the right order. This is called making a *plan* or *outline*, and you have already learned something about this.

If you were going on an automobile trip, you would study road maps before you started. You would find out where there were hotels or auto camps. You would try to figure out how far you would travel each day. That is, you would make a plan of your trip.

Every day your teacher plans her work. Ask her what would happen if she did not.

Could you build a house without a plan? Suppose that four men were to try to do so; think for a few minutes, and then tell the class what would happen.

So you see that we often need to make plans. In your next oral composition lesson, you will learn more about plans for telling or writing stories.

199. *May* AND *Can*

Read the following sentences very carefully:

Mother says that I *may* go to the party on Saturday afternoon if I *can* finish practising my music lesson by noon.

"*May* I carry that large bundle?" said little Charlie.

"Well, you *may* try," said his father, "but I do not think you *can* carry it very far."

May I come in?

Can you talk?

You *may* have all the apples that you *can* carry.

Study the first sentence.

Do you see any difference in meaning between *may* and *can*?

It is not difficult to see that *I may* means *I have permission*, or *I am allowed to*, while *I can* means *I am able to*.

Study each of the above sentences until you are satisfied that *may* means to have permission or to be allowed to do something, while *can* means to be able to do something.

Fill in the blanks with *may* or *can* used properly:

——— you tell me where Mr. Jones lives?

——— you drive a car?

You —— drive my car if you —— change that flat tire.

"They —— have all the trout they —— catch in the lake," said the old fisherman.

You —— take my umbrella if you —— find it.

Do all the good you ——, in all the ways you ——, to as many people as you ——.

What is the difference in meaning between these two sentences?

1. I can not tell.
2. I may not tell.

Write five sentences using *may* correctly.

Write five sentences using *can* correctly.



200. DRAMATIZATION:

THE SEASONS

You have already learned the names of the twelve months which make up the year. Which of these are the cold months? The spring months? The hot months? The autumn months?

These four groups of months give us the *seasons*. Name the four seasons, beginning with the one that brings us the fresh green grass and new plant life.

DRAMATIZATION.—To-day you will make up a little play about the seasons. The teacher will give you help if you need it, but see how much of the play you can prepare yourselves.

Choose a queen. Choose a boy or a girl for each season. Which do you think you should choose for winter—a boy or a girl?

Make up a little speech for the queen. Let each season come before the queen and tell her why that season is best of all.

The class will make up all the speeches. The teacher will write them on the board for you.

Sing a song of seasons!

Something bright in all!

Flowers in the summer,

Fires in the fall.

R. L. STEVENSON

(From "A Child's Garden of Verses" by permission of Charles Scribner's Sons.)

201. LEARNING HOW TO PLAN A STORY

In your last oral composition lesson you learned how important plans often are. To-day you are to read a story. Later the class will work together and plan how to tell it. Read the story silently. Read carefully so that you will be able to help in making the plan.

LEMONADE SANDY

Sandy was a small yellow dog. No one knew where he had come from. Don Furber found him on the doorstep one morning. When Don came out, the dog wagged his stumpy tail and looked up, as if to say, "Good Morning! This is a fine day. What shall we do?" And all day long Sandy played with Don and the other children in the street.

He followed Don home that night, but did not attempt to go into the house. Instead, he curled up under the lilac bush by the back door and went to sleep.

But the next morning, instead of being on Don's doorstep, he was on Lewis Norton's. To Lewis, too, he seemed to say, "Good morning! This is a fine day. What shall we do?"

And that is how Sandy came to Kay Street. Sometimes he stayed at one house, sometimes at another, but all day long he played with the children. Everybody on the street grew to know and like him.

Then one hot day a wagon came into the street, a wagon painted black, with iron bars across the back of it. Along the sidewalk went a man who carried a net at the end of a long pole. Sandy was sitting in front of Don Furber's house. Before he knew what the man was going to do, he found the net over his head. He let out a frightened yelp that made all the children come running.

"What are you doing with Sandy?" they cried.

"I'm going to take him away," the man said. "He hasn't any collar on. Nobody has paid his license fee."

"How much is it?" asked Lewis, with round, frightened eyes.

"Two dollars," answered the man. "It ought to have been paid on the first of May. Is he your dog?"

"He is our dog," they all cried together. Then Susie Harris spoke up.

"May we keep him if we pay?"

The man laughed. "Why, yes, I think so. Have you the money?"

"No," said Susie, "but I know how we can get it. Will you wait till next week?"

The man stopped to think a moment. Then he said, "Yes, I'll wait if you will promise to keep him tied up."

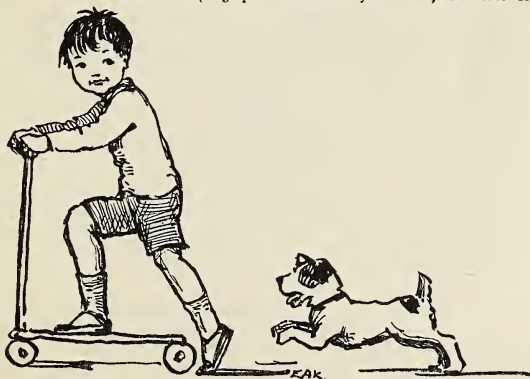
Of course, they promised, and the man drove away. Then Susie told of her plan—to make lemonade and sell it from a stand at the edge of the sidewalk.

An hour later there was a little table in the front yard of the Furber house. On it stood a big pail of lemonade and some clean glasses. Behind it stood Don. As people passed, he called, "Ice-cold lemonade here, fresh made, five cents a glass."

It was hot, hot weather, and as people passed, the cold lemonade looked tempting. The next day and the next it was the same. Before the end of the week the children had taken in not only two dollars but nearly four.

Then in a happy procession they marched to the town hall and paid Sandy's license fee. After that they went to a hardware store to do some shopping for Sandy. Now, if you should see him, you would find that around his neck he wears a fine collar. On the collar is a shining brass plate that says: *Lemonade Sandy, Kay Street.*

(By permission of Little, Brown & Co.)



202. *Its* AND *It's*

Look carefully at the two words *its* and *it's*. What difference do you see between them?

These two small words cause some boys and girls a great deal of trouble. They will not cause you to make mistakes if you keep in mind that *it's* is a short way of saying *it is*. The letter *i* in *is* has been left out and the little apostrophe has been put in to take its place. Never use *it's* unless you can put in place of it the words *it is*. Make the test with every sentence.

Look at these sentences:

The horse hurt its leg.

The bird built its nest in the vine.

The baby drank its milk.

In these sentences *its* shows ownership. We are speaking of the horse's leg, the bird's nest, and the baby's milk.

It's is a short form of *it is*.

Its shows ownership or possession.

Here is a group of sentences which you may complete in your exercise book, filling in the blanks with great care.

1. ———coat is so soft and warm.
2. Watch my kite!———up in the sky.
3. The cup is filled to———brim.

4. Don't you think——time to wake up?
5. ——a very fine, warm day.
6. Do you like to rub——fur?
7. If——a brown coat, I shall like it.
8. ——likely to be too narrow for——length.

Now you may make eight more sentences, four with *its* and four more with *it's*, but using each of the words below just once.

- | | |
|-----------|----------|
| 1. hope | 5. growl |
| 2. dog | 6. Fred |
| 3. horse | 7. green |
| 4. cannot | 8. knife |





203. MEMORY GEMS

THE RAIN

Did you ever listen to the rain falling on the leaves after a long, dry, hot spell? Is it a pleasant sound? When the rain is over and the sun shines, how do the leaves look?

I hear leaves drinking rain;
I hear rich leaves on top
Giving the poor beneath
Drop after drop;
'Tis a sweet noise to hear
These green leaves drinking near.

And when the Sun comes out,
After this rain shall stop,
A wondrous Light will fill
Each dark, round drop:
I hope the Sun shines bright:
'Twill be a lovely sight.

WILLIAM H. DAVIES

(By permission of the author and Jonathan Cape Limited.)

Do you remember what you learned about committing to memory? How quickly can you learn by heart the above poem?

How beautiful is the rain
After the dust and heat
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

H. W. LONGFELLOW



204. PLANNING A STORY

A few days ago you read a story of *Lemonade Sandy*. Turn to the story again.

To-day you are going to plan how to tell this story.

If you look carefully, you will find that it is quite easy to divide the story into different parts. The first part of the story tells how Sandy came to Kay Street. The rest of the story may be divided into three parts.

Work together and make the best plan you can. The teacher will write the plan on the blackboard.

Some of you will be asked to tell the story. Use the plan; it will help you to tell the story well.

205. HOMONYMS

The following sentences will give you more practice in the use of words pronounced alike but spelled differently and having different meanings. Fill the blanks in the sentences on the left of this page with the correct words chosen from the list on the right.

The wind——Jane's umbrella
inside out. blue

Over the ocean——we sailed
for many a day. blew

It is cruel to——a poor, dumb animal. beat
Bunny rabbit was having a great feast of
——leaves. beet

In winter the fields look——. bare
The children are amused at the antics of
the tame——. bear
The pain of an aching tooth is hard
to——.

There is a fine grove of—— beach
trees near the——where we beech
have our camp.

I passed——your window. by
We should——goods made in Canada. buy

206. ABBREVIATIONS:

REVIEW

Test your knowledge of the abbreviations which you have learned thus far by pronouncing the complete word for each of the following shortened forms:

Mrs.	Co.	P. M.	Esq.	Rev.
Wed.	Aug.	P. O.	Sat.	No.
St.	A. M.	Mr.	Ave.	

Give the abbreviation, where one may be used, for the days of the week and the months of the year which are not mentioned in the above list.

Following are a number of abbreviations which are commonly used. Learn this list:

Postscript	PS.
Superintendent	Supt.
Canadian Pacific Railway	C.P.R.
Canadian National Railway	C.N.R.
Honourable	Hon.
Railroad	R.R.
Collect on delivery	C.O.D.

The teacher will write on the blackboard the names of the provinces of Canada, and discuss with the class the abbreviation used for each name.

Read the following sentences, pronouncing the complete word where an abbreviation is used:

1. Supt. Walters visited our school to-day.
2. Mr. Williams returned to Edmonton by the C.N.R.

3. James added this sentence to his letter: "PS. Be sure to bring your skates".
4. Hon. Joseph Howe represented Nova Scotia.
5. William works for the Winnipeg Electric R.R.
6. He paid ten dollars for the parcel marked C.O.D.
7. We shipped a horse to Calgary by the C.P.R.

A title must be written in full when no name follows it in a sentence. For example, we must write, "The *superintendent* visited our school to-day", and "The *doctor* was called to the scene of the accident".

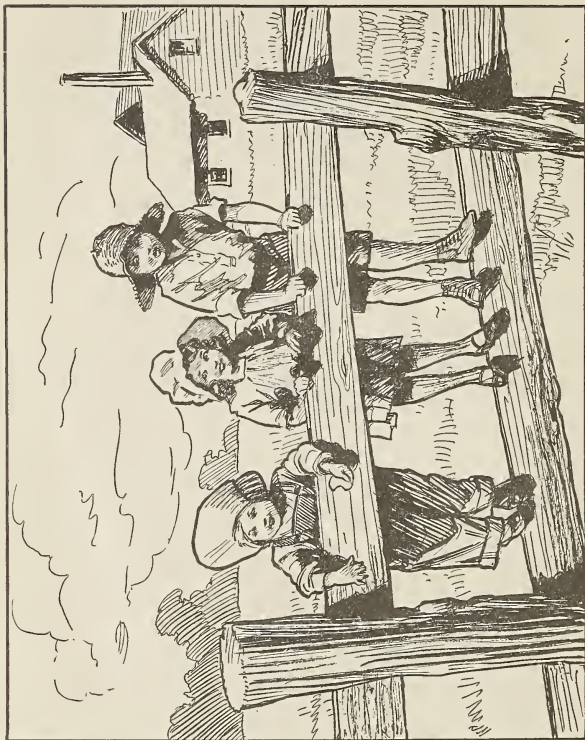
207. SPEECH TO THE CLASS

Which do you think are more useful—horses or cows? Some of you may think one thing and some another. There are two sides to the question.

To-day your lesson will be very much like a language game. You will be asked to take one side, and tell which you think more useful—horses or cows. You will be expected to make only three statements. Choose whichever side you wish.

Here are a number of other things about which you may make speeches in the same way:

1. Spring is more pleasant than autumn.
2. Dogs are more useful than cats.
3. Automobiles are more useful than radios.
4. Football is a better game than baseball.
5. Swimming is a better sport than skating.
6. It is better to live in the country than in the city.



WATCHING FOR THE TRAIN

208. STORY FROM A PICTURE

Look at the picture on page 274. Study it carefully for a few minutes.

How old are the children? Give them names.

Where do they live? Do they often watch the train? Would they like to get aboard the train?

Imagine that you are one of the children and that your father took you to the city on the train. Tell what happened.

If you wish, you may imagine that you came to visit the children. Tell of the good things you had together. When they came, the lads again renewed their search once more. Their father encouraged them, and every day that success was bound to come soon. The field was turned over a second time by the spades. No hidden gold was found, and the boys were very much disappointed.

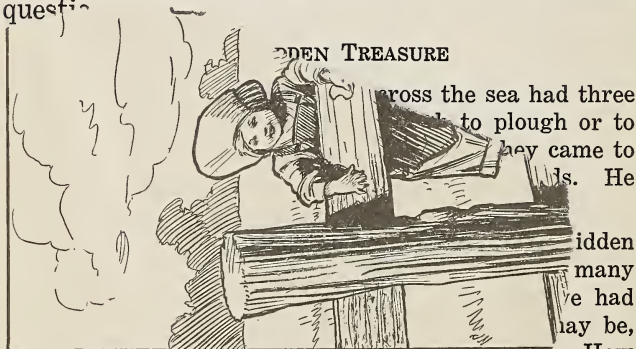
In the following summer a surprising thing happened. Grain was sown in that field, and it grew up as it had never grown before in all that country. At that time the boys assisted their father in reaping three times as large as that in any other of his fields of the same size. The news spread and all the farmers for miles around came to see what had hap-



209. THE STUDY OF A STORY

You have read fairy tales and stories about magic things. Here is a story of a treasure hidden in the earth.

Read the story carefully. The teacher will ask you questions about it and you will ask one another questions.



HIDDEN TREASURE

Across the sea had three
to plough or to
they came to
ds. He

hidden
many
ve had
lay be,
How

e you a
f I were

The three lads in great excitement rushed home for their spades; and before noon they had turned over a large amount of soil. Their father then told them they had done enough for one day and that they could go on with their work next morning. On the following day and for many days afterwards they continued to dig. At last they had gone over the whole field, but they did not find the treasure. The weather then became bad, and no further search could be made that season.

During the winter the boys often talked of the hidden treasure, and they planned to continue their hunt in the spring. They decided that they would dig much deeper than before and would explore the soil much nearer the hedge that surrounded the field. They were sure they had failed in their search because they had not gone deep enough or far enough.

When the fine weather of April came, the lads again seized their spades and began their search once more. Day after day their father encouraged them, and every night they felt sure that success was bound to come soon. So the large field was turned over a second time by the busy spades. No hidden gold was found, and the boys were very much disappointed.

In the following summer a surprising thing happened. Grain was sown in that field, and it grew up as grain had never grown before in all that country. At harvest time the boys assisted their father in reaping a crop three times as large as that in any other of his fields of the same size. The news spread and all the neighbours for miles around came to see what had happened.

The boys at last understood the secret of the hidden treasure. The wealth of which their father had told them was the wealth that comes from the earth after it has been thoroughly tilled. The gold they had searched for was the golden grain of a rich harvest.

(Adapted from Aesop)

210. TELLING THE STORY OF THE HIDDEN TREASURE

Imagine that you are one of the three boys who hunted for the hidden treasure. Tell the whole story of what happened.

Before any one tells the story, the class will decide on a plan for it. The plan will be written on the blackboard.



211. HOMONYMS

Here are more words pronounced alike but having different meanings and spelled differently.

Study the following sentences very closely and notice carefully the true meaning of each word written in *italics*.

The blade of my knife is made of very fine *steel*.

There are several *steel* bridges across the Thompson river.

The tramp tried to *steal* my watch.

The bandit was captured while attempting to *steal* an automobile.

It will require a great many *berry* pickers to pick that large *berry* crop.

Where did the pirates *bury* their treasure?

To *bury* the hatchet was a sign of peace among the Indians.

Will you have a piece of apple, raisin, or *berry* pie?

The Indians brought their sick to Jacques Cartier for him to *heal*.

There is a hole in the *heel* of your stocking.

I have lost the *heel* of my shoe.

This salve will *heal* a wound very quickly.

If you rub this ointment on your bruised *heel* it will soon *heal* it.

Show clearly the proper use of the homonyms given above by writing in your exercise book two sentences on each.

212. POEM STUDY

This poem tells you of the beauty and wonder of growing things. The teacher will read the poem to you. Then you will read it silently.

THE LITTLE BROWN BROTHERS

Little brown seed, O little brown brother,
Are you awake in the dark?
Here we lie cosily close to each other,
Wake! There's the song of the lark.

"Waken!" the lark says, "waken and dress you,
Put on your green coats and gay;
Blue skies will shine on you, sunshine caress you,
Waken! 'Tis *summer*, 'tis May!"

Little brown seed, O little brown brother,
What kind of flower will you be?
I'll be a poppy all white like my mother,
Do be a poppy like me!

What! You're a sunflower? How I shall miss you,
When you've grown golden and high!
But I shall send all the bees up to kiss you;
Little brown brother, good-bye.

EDITH NESBIT

Do you think that the title of the poem is a good one?

What seed is speaking in the poem? To whom is it speaking?

Do you know any differences between a poppy

and a sunflower? Why would the poppy miss the sunflower when they grew up?

The class will read the poem aloud together. What care should you take in doing this?

As you read, try to say the lines so as to bring out their meaning. Show by your voice how glad the little seed is because spring has come. Show how the lark called to the seeds the good news about spring. Show by your voice how surprised the poppy is when he finds out that his little brown brother is a sunflower.



213. EXPLAINING HOW TO DO THINGS

1. Suppose a lady met you near the post-office and asked you if you would kindly tell her how to get to the home of one of the pupils of your class.

Come up to the front and, standing before the class, tell clearly what directions you would give to the lady.

2. What is the correct position in writing?

Some of you will be called on to explain it to the class.

3. Give a clear explanation of any one of the following:

How to play some game

How to make candy

How to care for rabbits

How to train a dog to do tricks

How to address an envelope

How to open a new book



APPENDIX

INDIAN SUMMER

Late in our Canadian autumn, shortly before the winter begins, we have a period of sunny, warm weather which is like a return to summer. These days are still, and often hazy with a scent of wood smoke in the air. They remind us of a silent, smoky Indian. This may be one reason why we call this period "Indian Summer."

The teacher will read to you the following poem written by a Canadian author about this season.

INDIAN SUMMER

Along the line of smoky hills
The crimson forest stands,
And all the day the blue-jay calls
Throughout the autumn lands.

Now by the brook the maple leans
With all his glory spread,
And all the sumachs on the hills
Have turned their green to red.

Now by great marshes wrapt in mist,
Or past some river's mouth,
Throughout the long, still autumn day
Wild birds are flying south.

WILLIAM WILFRED CAMPBELL

(By permission of the Musson Book Co.)

What signs of autumn are mentioned in the above poem?

Commit the poem to memory. Be ready to recite it to your class when called upon by your teacher.



A BOY'S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow falls the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

Why the boys should drive away
Little sweet maidens from their play,
Or love to banter and fight so well,
That's the one thing I never could tell.

But this I know, I love to play,
Through the meadow, among the hay;
Up the water, and o'er the lea,
That's the way for Billy and me.

JAMES HOGG

DUTCH LULLABY

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe—
Sailed on a river of crystal light
Into a sea of dew.

“Where are you going, and what do you wish?”
The old moon asked the three.
“We have come to fish for the herring-fish
That live in this beautiful sea;
Nets of silver and gold have we,”
Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.
The little stars were the herring-fish
That lived in that beautiful sea—
“Now cast your nets wherever you wish—
But never afeared are we;”
So cried the stars to the fishermen three:
Wynken,
Blynken,
And Nod.

All night long their nets they threw
To the stars in the twinkling foam;
Then down from the skies came the wooden shoe,
Bringing the fishermen home.

'Twas all so pretty a sail, it seemed
As if it could not be,
And some folks thought 'twas a dream they'd dreamed
Of sailing that beautiful sea—
But I shall name you the fishermen three:

Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle bed.
So shut your eyes while mother sings
Of wonderful sights that be,
And you shall see the beautiful things
As you rock on the crystal sea,
Where the old shoe rocked the fishermen three:

Wynken,
Blynken,
And Nod.

EUGENE FIELD

(By permission of Charles Scribner's Sons.)



OLD AND YOUNG

There was an Old Man with a beard,
Who said, "It is just as I feared!—
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

There was a young lady whose bonnet
Came untied when the birds sate upon it!
But she said, "I don't care!
All the birds in the air
Are welcome to sit on my bonnet."

EDWARD LEAR

A bird came down the walk;
He did not know I saw;
He bit an angle worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sideways to the wall
To let a beetle pass.

EMILY DICKINSON

THE HENS

The night was coming very fast;
It reached the gate as I ran past.

The pigeons had gone to the tower of the church,
And all the hens were on their perch

Up in the barn, and I thought I heard
A piece of a little purring word.

I stopped inside, waiting and staying,
To try to hear what the hens were saying.

They were asking something, that was plain,
Asking it over and over again.

One of them moved and turned around,
Her feathers made a ruffled sound,

A ruffled sound, like a bushful of birds,
And she said her little asking words.

She pushed her head close into her wing,
But nothing answered anything.

ELIZABETH MADOX ROBERTS

(By permission of the Viking Press Inc.)

PADDED FOOTSTEPS

Padded footsteps, padded footsteps,

I can hear them in the dark

Treading softly,

Padding quietly,

Can't you hear them?

Listen! Hark!

On the stair-case, then the landing,

Surely, slowly, coming near,

Can't you hear them? Now, they're standing

What to hear?

Padded footsteps, padded footsteps,

I can hear them drawing near,

Coming closer

From the distance

I can feel them

In my fear,

Treading on the rustling matting

Coming nearer to my room

'Till my heart goes pittie patting

In the gloom.

Padded footsteps, padded footsteps,

I can hear them pass my door,

Fading softly

In the distance,

So I fear them

Now no more.

And no longer I'm faint-hearted

For I feel they're gone for good,

Padding softly they've departed

To the wood.

ARTHUR S. BOURINOT

(By permission of the author.)

GOOD NIGHT AND GOOD MORNING

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work, and folded it right,
And said, "Dear Work! Good Night! Good Night!"

Such a number of rooks came over her head,
Crying "Caw! Caw!" on their way to bed;
She said, as she watched their curious flight,
"Little black things! Good Night! Good Night!"

The horses neighed, and the oxen lowed,
The sheep's "Bleat! Bleat!" came over the road;
All seeming to say, with a quiet delight,
"Good little girl! Good Night! Good Night!"

She did not say to the Sun, "Good Night!"
Though she saw him there like a ball of light!
She knew he had God's time to keep
All over the world, and never could sleep.

The tall pink foxglove bowed his head,
The violets curtsied and went to bed;
And good little Lucy tied up her hair,
And said on her knees her favourite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day,
And all things said to the beautiful sun,
"Good Morning! Good morning! Our work is begun!"

LORD HOUGHTON

WINDY NIGHTS

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

R. L. STEVENSON

(From "A Child's Garden of Verses" by permission of Charles Scribner's Sons.)

WINTER NIGHT

Blow, wind, blow!
Drift the flying snow!
Sending it twirling, whirling overhead!
There's a bed-room in a tree
Where, snug as snug can be,
The squirrel nests in his cosy bed.

Shriek, wind, shriek!
Make the branches creak!
Battle with the boughs till break o'day!
 In a snow cave warm and tight,
 Through the icy winter night,
The rabbit sleeps the peaceful hours away.

Call, wind, call!
In entry and in hall,
Straight from off the mountain white and wild!
 Soft purrs the pussy-cat
 On her little fluffy mat,
And beside her nestles close her furry child.

Scold, wind, scold!
So bitter and so bold!
Shave the windows with your tap, tap, tap!
 With half-shut, dreamy eyes
 The drowsy baby lies
Cuddled closely in his mother's lap.

MARY F. BUTTS

I've been to school at least a hundred days
 Or, maybe, more;
My brother, he just stays at home and plays,—
 He's only four.
I'm old. I know that gnomes and elves and such
 Are just a fraud,
There's no one 'cept my daddy knows so much,
 And, maybe, God.

BURGES JOHNSON

SNOW IN TOWN

Nothing is quite so quiet and clean,
As snow that falls in the night;
And isn't it jolly to jump from bed
And find the whole world white.

It lies on the window ledges,
It lies on the boughs of the trees,
While sparrows crowd at the kitchen door,
With a pitiful, "If you please?"

It lies on the arm of the lamp-post,
Where the lighter's ladder goes.
And the policeman under it beats his arms,
And stamps to feel his toes.

The butcher's boy is rolling a ball
To throw at the man with coals,
And old Mrs. Ingram has fastened a piece
Of flannel under her soles.

No sound there is in the snowy road
From the horses' cautious feet,
And all is hushed but the postman's knocks
Rat-tatting down the street.

Till men come round with shovels
To clear the snow away,—
What a pity it is that when it falls
They never let it stay!

And while we are having breakfast
Papa says, "Isn't it light?"
And all because of the thousands of geese
The old Woman plucked last night.

"And if you are good," he tells us,
"And attend to your A B C,
You may go in the garden and make a snowman
As big or bigger than me!"

RICHMAN MARK

(By permission of E. V. Lucas.)

JAPANESE LULLABY

Sleep, little pigeon, and fold your wings,—
Little blue pigeon with velvet eyes;
Sleep to the singing of mother-bird swinging—
Swinging the nest where her little one lies.

Away out yonder I see a star,—
Silvery star with a twinkling song;
To the soft dew falling I hear it calling—
Calling and tinkling the night along.

In through the window a moonbeam comes,—
Little gold moonbeam with misty wings;
All silently creeping, it asks, "Is he sleeping—
Sleeping and dreaming while mother sings?"

Up from the sea there floats the sob
Of the waves that are breaking up the shore,
As though they were groaning in anguish, and moaning—
Bemoaning the ship that shall come in no more.

But sleep, little pigeon, and fold your wings,
Little blue pigeon with mournful eyes;
Am I not singing?—see, I am swinging—
Swinging the nest where my darling lies.

EUGENE FIELD

(By permission of Charles Scribner's Sons.)

MY BED IS A BOAT

My bed is like a little boat;
Nurse helps me in when I embark;
She girds me in my sailor's coat
And starts me in the dark.

At night, I go on board and say
Good-night to all my friends on shore;
I shut my eyes and sail away
And see and hear no more.

And sometimes things to bed I take,
As prudent sailors have to do;
Perhaps a slice of wedding cake,
Perhaps a toy or two.

All night across the dark we steer;
But when the day returns at last,
Safe in my room, beside the pier,
I find my vessel fast.

R. L. STEVENSON

(From "A Child's Garden of Verses" by permission of Charles Scribner's Sons.)

NATURE'S FRIEND

Say what you like,
All things love me!
I pick no flowers—
That wins the Bee.

The Summer's Moths
Think my hand one—
To touch their wings—
With Wind and Sun.

The garden Mouse
Comes near to play;
Indeed, he turns
His eyes away.

The Wren knows well
I rob no nest;
When I look in,
She still will rest.

The hedge stops Cows,
Or they would come
After my voice
Right to my home.

The Horse can tell,
Straight from my lip,
My hand could not
Hold any whip.

Say what you like,
All things love me!
Horse, Cow, and Mouse,
Bird, Moth and Bee.

WILLIAM H. DAVIES

(By permission of the author and Jonathan Cape Limited.)

SHADOWS OF THE EVENING

Now the day is over,
Night is drawing nigh,
Shadows of the evening
Steal across the sky.

Now the darkness gathers,
Stars begin to peep,
Birds and beasts and flowers
Soon will be asleep.

Through the long night watches
May Thine angels spread
Their white wings above me,
Watching round my bed.

When the morning wakens,
Then may I arise,
Pure and fresh and sinless
In Thy holy eyes.

S. BARING-GOULD

THE BUILDING OF THE NEST

They'll come again to the apple tree—
Robin and all the rest—
When the orchard branches are fair to see,
In the snow of the blossom dressed;
And the prettiest thing in the world will be
The building of the nest.

Weaving it well, so round and trim,
Hollowing it with care—
Nothing too far away for him,
Nothing for her too fair—
Hanging it safe on the topmost limb,
Their castle in the air.

Ah! mother bird, you'll have weary days
When the eggs are under your breast,
And shadows may darken the dancing rays
When the wee ones leave the nest;
But they'll find their wings in a glad amaze,
And God will see to the rest.

So come to the trees with all your train
When the apple blossoms blow;
Through the April shimmer of sun and rain
Go flying to and fro;
And sing to our hearts as we watch again
Your fairy building grow.

MARGARET E. SANGSTER

(By permission.)

TAKEN
APRIL 1915

THE NIGHT WIND

Have you ever heard the wind go "Yooooo"?

'Tis a pitiful sound to hear!

It seems to chill you through and through

With a strange and speechless fear.

'Tis the voice of the night that broods outside

When folk should be asleep,

And many and many's the time I've cried

To the darkness brooding far and wide

Over the land and the deep:

"Whom do you want, O lonely night,

That you wail the long hours through?"

And the night would say in its ghostly way:

"Yooooooooo!"

Yooooooooo!

Yooooooooo!"

My mother told me long ago

(When I was a little lad)

That when the night went wailing so,

Somebody had been bad;

And then, when I was snug in bed,

Whither I had been sent,

With the blankets pulled up round my head,

I'd think of what my mother'd said,

And wonder what boy she meant!

And "Who's been bad to-day?" I'd ask

Of the wind that hoarsely blew,

And the voice would say in its meaningful way:

"Yooooooooo!"

Yooooooooo!

Yooooooooo!"

That this was true I must allow—
You'll not believe it, though!
Yes, though I'm quite a model now,
I was not always so.
And if you doubt what things I say,
Suppose you make the test;
Suppose, when you've been bad some day
And up to bed are sent away
From mother and the rest,—
Suppose you ask, "Who has been bad?"
And then you'll hear what's true;
For the wind will moan in its ruefulest tone:
"Yoooooooooooo!
Yoooooooooooo!
Yoooooooooooo!"

EUGENE FIELD

(By permission of Charles Scribner's Sons.)



—
—
—

INDEX

- A, an, the, 52
 Abbreviations, 104, 165, 185, 272
 Days and months, 119
 Aesop, *Fables*:
 The Ant and the Cricket, 217
 The Fox and the Stork, 125
 The Hidden Treasure, 276
 The Travellers and the Axe, 73
 The Two Goats, 225, 243
 Aldrich, T. B., *Marjorie's Almanac*, 180
 Allingham, Wm., *Wishing*, 141
 Alma-Tadema, L., *The Robin*, 112
 "And" habit, 19, 133
 Animals, kindness to, 129
 Apostrophe, 173
 Apostrophe, and "s", 99
- Baring-Gould, S., *Shadows of the Evening*, 298
 Bible, quoted, 79, 150, 168, 216
 Birds, 199
 Books, taking care of, 110
 Bourinot, Arthur S., *Padded Footsteps*, 290
 Browning, Robert
 Pippa Passes, 148
 The Pied Piper of Hamelin, 120
 Butts, Mary F., *Winter Night*, 292
 Buy, by, 174
- Campbell, William Wilfred
 A Canadian Folk-Song, 223
 Indian Summer, 283
 Can, may, 260
- Capital letters, 51, 206
 In days of the week, 38
 In names of holidays, 68
 In names of months, 43
 In poetry, 87
 In titles, 138
 Persons and places, 31
 Cary, Phoebe, *Selections*, 56, 236
 Chesterfield, quoted, 98
 Child, Lydia Maria, *Thanksgiving Day*, 36
 Coleridge, Samuel T., *The Ancient Mariner*, 130
 Coleridge, Sara, *The Months*, 44
 Comma, 226
 In address, 162
 In series, 155
- Conkling, Hilda, *Fairies*, 26
 Consonants, 48
 Contractions, 117, 150
 Cook, Florence J., *The Red-headed Woodpecker*, 135
 Conversation, 129, 183
- Darsdill, Theresa, *The White Dove*, 33
 Davies, William H.
 Nature's Friend, 297
 The Rain, 269
 De La Mare, Walter, *Someone*, 93
 Dictionary, How to Use, 188, 191, 194, 209, 221
 Dickinson, Emily, *Selection*, 288
 Did, done, 15, 134, 211
 Doesn't, 32
 Doesn't, don't, 149, 212
 Donkey and the Salt, *The*, 115
 Dramatization, 62
 Good Manners, 57
 Haven't Any, 54
 Marching Song, 62
 The Seasons, 262

- Envelope, How to address, 179
 Evans, Lawton B., *Worth While Stories*, 129
 Exclamation Mark, 139
 after commands, 159
 Explanations, 282
- Fairy Life, The*, 198
 Field, Eugene
 Dutch Lullaby, 286
 Japanese Lullaby, 295
 The Night Wind, 300
 First Day at School, 101
 Flag, Our, 64, 131
 Fleming, Elizabeth, *The Lullaby*, 214
 Franklin, Benjamin, quoted, 218
 Story about, 219
Fred's Two Pets, 200
 From, 216
 Fyleman, Rose
 The Child Next Door, 27
 The Fairies Have Never a Penny to Spend, 3
- Games:
 Did, done, 15
 Doesn't, 32
 Give, gave, 46
 Have, 41
 I saw, 66
 Isn't, 11
 It is he, 206
 It is I, 80
 It was I, 186
 Marching Song, 60
 Saw, seen, 111, 191
 Than he, 164
 Was, were, 85, 145
 Who is it? 113
- Gone, went, 90
 Good Health Rules, 86
 Good Manners, 57, 143
 Good, well, 58, 190
 Gray, J. M., *Selection*, 83
 Hallowe'en, 23
 Hallowe'en story, 166
 Have, 41
 Haven't any, 54
 Health Rules, 86
 Hogg, James, *A Boy's Song*, 285
 Homonyms, 233, 248, 271, 279
 Horn Book, 102
 Houghton, Lord, *Good Night and Good Morning*, 291
How the Wren Became King, 196
 Hyphen, 254
- I, pronoun, 51
 Ilott, Percy H., *The Witch*, 167
 "Ing" habit, 82
 Is, are, 22, 105
 Isn't, 11
 Its, It's, 266
- Johnson, Burges, *Selection*, 293
 Johnson, E. Pauline, *Little Lady Icicle*, 202
- Kindness, to animals, 129
- Lampman, Archibald
 Hepaticas, 232
 Language Game, 80, 206
Last of the Giants, The, 229
 Lear, Edward, *Old and Young*, 288
 Learn, teach, 240
Lemonade Sandy, 263
 Letter, writing a, 24, 55, 68, 175, 231
 Letters, 42, 118
 Letters
 Parts of, 151
 Heading of, 154
 Salutation of, 157
 Ending of, 160

- Lindsay, Vachel
The Moon's the North Wind's Cooky, 77
The Little Turtle, 50
- Longfellow, H. W.
Hiawatha, 127
Selection, 13, 269
- Lowell, Amy, *Sea Shell*, 259
- Lullabies, 207, 214, 286, 295
- Manners, good, 57, 143
March Wind, 161
- Mark, Richman, *Snow in Town*, 294
- May, can, 260
- Memorizing, 39, 112
a poem, 6, 130, 167, 207
- Memory Gems, 110, 130, 258, 268
- Miller, Emily Huntingdon
The Bluebird, 17
Moon and Her Mother, The, 77
- Morley C., *Song for a Little House*, 137
- Nesbit, Edith, *The Little Brown Brothers*, 280
- Newspaper, Class, 169
- Paragraphs, 200, 204, 212, 224, 227
- Picture Study, 15, 79, 109, 123, 114, 145, 188, 236, 275
- Pied Piper, The*, 120
- Play,
writing a, 125
acting a, 74
- Poem Study, 3, 9, 17, 26, 35, 44, 49, 60, 72, 76, 81, 92, 127, 131, 140, 148, 180, 192, 202, 214, 217, 222, 237, 244, 280
- Politeness, 204
- Poplar Tree, The*, 251
- Poulssohn, Emilie, *A Thanksgiving Day Song*, 239
- Pronunciation, 94, 106, 152, 246
Correct, 178
- Punctuation marks, 239
- Question Mark, 12
- Quotations, Direct, 182, 210
- Rhyming Words, 75
- Right, write, 87, 170
- Riley, James Whitcomb, *Selection*, 190
- Roberts, Elizabeth Madox, *The Hens*, 289
- Roosevelt, quoted, 220
- Rossetti, Christina G.
April, 110
A Christmas Carol, 250
The Rainbow, 226
The Wind, 6
- Sangster, Margaret E., *Building of the Nest*, 299
- Saw, seen, 111, 191
- Sentences,
Beginning and end of, 8
Building, 37, 47
Completing, 29
Kinds of, 7
Recognition, 62
Study of, 4
- Setoun, Gabriel
Jack Frost, 88
The World's Music, 177
- Shakespeare, *A Fairy Song*, 171, 198
- Shaw, *Selection*, 213
- Shirley, Edward, *The Union Jack*, 131
- Southey, Robert, *The Waterfall*, 198
- Speaking Distinctly, 198
- Speeches, 273
- Statements, 40
- Stevenson, R. L.
Marching Song, 60
My Bed is a Boat, 296
Selection, 199, 263
Singing, 39
The Moon, 81
Windy Nights, 292
Whole Duty of a Child, 199
- Stoddart, A. D., *Selection*, 34

Story

An original, 215

Planning a, 259, 263, 270

Studying a, 33, 73, 120, 135,
183, 188, 229, 251, 276

Telling a, 2, 20, 33, 73, 89,
123, 132, 185, 196, 251,
257, 278

Summer, 147

Teach, learn, 240

Telephone Directory, Use of, 243

Tennyson, Alfred

Autumn, 13

Selection, 13

Sweet and Low, 207

Than he, 164

Thanksgiving, 35

The, 53

Their, there, they're, 242

There, their, 70, 242

These, those, them, 63

Third Reader's Story, *The*, 104

This, that, 56

Thrift, 98, 219, 241

To, two, too, 95, 201

Turner, Nancy Byrd

For a Garden, 237

Moving Pictures, 244

Vacation Stories, 132

Vowels, 48

Was, were, 85, 105, 145, 249

Weak, week, 28

Well, good, 58, 190

Went, gone, 90

Wesley, John, *Selection*, 201

Weston, R. J.

In Autumn, 10

Winds, *The*, 20

Winter, 147

Wood, Charles Erskine Scott,

First Snow, 192

Words

Choosing correct, 84, 88, 146

172, 177, 256

Rhyming, 75

Wordsworth, William, *March*, 72

Write, right, 87, 170

DATE DUE SLIP

[illegible]

University of Alberta Library



0 1620 0809 0795